

33

Playground and Recreation

APRIL, 1930

The Child's Leisure

By Joseph Lee

Ideals and Objectives of Public Recreation

By Will R. Reeves

The Rochester Survey

Storytelling as a Method of Directing the Reading of Children

By Edna Whiteman

Are We Becoming Musically Mute?

By Kenneth S. Clark

Activities for Girls

VOLUME XXIV, NO. 1

PRICE 25 CENTS

LIBRARY OF
ALBERT M. TODD.
KALAMAZOO, MICHIGAN

Playground and Recreation

Maintained by and in the interests of the Playground and Recreation
Association of America

Published monthly
at
315 Fourth Avenue, New York, N. Y.
Subscription \$2.00 per year

TABLE OF CONTENTS

	PAGE
The Child's Leisure, by Joseph Lee.....	13
Ideals and Objectives of Public Recreation, by Will R. Reeves.....	15
The Rochester Survey	21
Adult Education and Adult Recreation.....	24
Storytelling as a Method of Directing the Reading of Children, by Edna Whiteman.....	25
A Pageant of Pioneer Iowa, by Virginia Riniker.....	28
Summer Play Schools	30
The Covered Wagon Centennial.....	30
A County Mandolin Orchestra.....	32
The Wise Use of Leisure.....	32
Are We Becoming Musically Mute? by Kenneth S. Clark.....	33
A Question on Home Play Answered.....	35
Glimpses into Backyard Playgrounds.....	37
The Francis William Bird Memorial Park.....	38
Nature Schools in 1930.....	38
Activities for Girls in Cleveland Heights.....	39
A Playground Club for Girls.....	41
Girls' Athletic Handbooks	42
All for the Boys.....	43
Community Night Programs in Detroit, by J. J. Considine.....	44
The Lafayette Air Cadets.....	45
A Bequest to the City of Cincinnati.....	46
Democratic Convention Hall Becomes Tennis Center, by John R. Reilly.....	47
A Playground Library, by Robert Coady.....	48
Detroit's Recreation Camp	48
At the Conventions	49
Our Folks	50
Boys' Week	50
Book Reviews	54

Entered as second-class matter June 12, 1929, at the Post Office at New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Copyright, 1930, by the Playground and Recreation Association of America

MITCHELL'S

1930

Catalog Is Ready For You



Write For Your Copy Now

The Mitchell 1930 catalog offers a complete selection of playground equipment, described in detail and pictured in actual colors.

As you page through it, you will see new improvements in the design and structure of Mitchell Playground Apparatus and also several new pieces of equipment which are particularly adapted to playgrounds.

Mitchell has published this catalog for you. Send for your copy today.



MITCHELL MERRY WHIRL



MITCHELL SWING BOB

Mitchell Manufacturing Company

1805 Forest Home Avenue

Milwaukee, Wisconsin



GENERAL VIEW, FRANCIS WILLIAM BIRD PARK, EAST WALPOLE, MASSACHUSETTS

Playground and Recreation

World at Play

Looking to the Future.—The annual report of Columbia, South Carolina, 1929, contains the following recommendations from the Recreation Department:

"That City Council pass an ordinance requesting all subdivisions contemplating annexation with Columbia to set aside areas for parks and playgrounds.

"That City Council adopts a definite plan for the future development of parks and playgrounds and that all properties now in possession of the city be held in perpetuity, and that other properties which should be a part of the park system be acquired."

A Recreation Department Broadcasts.—

One of the unique features of the weekly broadcasting program of Charlotte, North Carolina, which the Park and Recreation Commission is sponsoring, is the dramatization of a game suitable for home use by four boys and girls from the playgrounds. Each member is assigned a part. This method of dramatizing the games is being very favorably received both by parents and children. From six to eight minutes of the half hour period is devoted to the game, the rest of the time being given over to a speaker and to some type of musical entertainment such as a concert by the boys' and girls' glee clubs or orchestras from the schools. Among the speakers have been the Director of Music of the Public Schools and the Superintendent of Schools, who spoke on Play in Education. The program is conducted every Saturday night at six o'clock, eastern standard time, over radio station WBT, having a wave length of 277.6 meters and a frequency of 1080 k. c.

Hamilton, Ontario, Completes Municipal Pool.—About a year ago the citizens of Hamil-

ton, Ontario, Canada, voted favorably by a large majority on a by-law for the issue of debentures to the amount of \$116,000 for the construction of a swimming pool. January 29th saw the completion of the project when the swimming pool, seventy-five feet long and forty-five feet wide, was opened with a program of races and water sports.

How They Did It at Daytona Beach.—

With no funds to employ a handcraft director for the summer playground, the Recreation Department of Daytona Beach, Florida, conceived the idea of using the carpenter employed by the department who had once been a seaman. His work was accordingly so arranged that he was able twice a week to give a few hours of his time to handcraft activities. Under his direction, with the assistance of the playground director, the children built thirty twenty-inch sail boats and held a sail boat regatta on the Halifax River. They also staged a circus for which they constructed many weird and wonderful animals, the carpenter assisting them in the construction of the framework for the animals. Thus the children had a busy and happy summer in handcraft work with no additional expense to the Department except the cost of the white pine planks from which the boats were made.

A Trust Fund Becomes Available.—"To provide recreation, amusement and free baths" was the purpose of a trust fund now amounting to \$200,000 which was established under the will of Hamblin L. Hovey, of Waltham, Massachusetts, who died in 1904. Mr. Hovey left the residue of a large estate to his wife, who died recently, and under the terms of the will the money now goes into a trust fund which will be administered by a board of five trustees, just appointed. This board will construct a building and maintain

and operate what will be known as the "Hamblin L. Hovey Institute."

Activities in Birmingham.—From ninety to 200, and finally to 250. These figures show the growth in attendance at the folk dancing classes conducted by the supervisor of women's activities, Birmingham Park and Recreation Board. These classes have been instituted for Girl Scout captains, volunteer and paid recreation leaders and others interested. So great is the enthusiasm that it has become necessary to hold the classes in the large municipal auditorium.

The Strangers Club, organized by the Park and Recreation Board for those who are newcomers in the city, now has a membership of about 250. The Church of the Advent is cooperating with the Board by furnishing a meeting place for the club.

A Mayor Testifies.—In his inaugural address, Mayor Bowles of Detroit said, "The activities of the Department of Recreation is a branch of our municipal endeavor which should receive every encouragement within the means at our disposal. The value of playgrounds and other sources of recreation for the upbuilding of youth of the community should at all times receive sympathetic consideration at the hands of our city government."

Recreation Surveys by Airplane.—The quickest way of getting a bird's eye view of a city's recreation needs is by the use of the airplane, John C. Henderson, of the Playground and Recreation Department of Los Angeles, has discovered. Mr. Henderson writes that he made an aerial survey of possible recreation sites in the southwest section of the city, a district where there is interest in securing more recreation facilities by the district assessment plan. "Our survey then stretched into a visit to many of our recreational centers. We looked over twenty-one playground sites and their immediate neighborhoods, surveyed the entire beach frontage from Santa Monica to Long Beach, the boating development in the harbor, and the new recreation park at Long Beach. It would ordinarily have taken me from two and a half to three days to visit the same number of sites we were able to cover in about two hours of flying time."

Los Angeles is making extensive use of airplane photographs of the various districts.

A "Doggy" Occasion.—Puppies, turtles, guinea pigs and angora rabbits vied for attention when children of the Quebec playgrounds held their first pet show. Miss Renée Tétart, a graduate of the National Recreation School, introduced the idea. Eighty dogs and cats were shown by their proud owners and canaries added song and color to the occasion. Judges, officials of the S. P. C. A., cast their votes for the pets that had the most interesting story connected with them, those receiving the best care and those which were handsomest. There was a talk on the care of animals and then came the awarding of prizes—books of animal stories and pictures of animals.

He Couldn't Afford to Miss It!—A grange leader and organizer in Michigan travelled 130 miles from his direct route one evening in order to attend a session of the play leaders institute held in February in Saginaw, Michigan. He said the material and experience gained at the previous meetings he had attended were invaluable to him, that as a result he always used games for the first half hour of his programs and that this innovation had brought people out on time, increased attendance and insured their coming again. A list of the games and dances presented during one session of the institute will indicate why the grange leader felt it worth while to be there—Hand Shakes; Signal Commands; Points of Compass; Back to Back Tag; Squirrel in Tree; Hook On; Fox and Chickens; Poison Pass; Poison Clubs; Rig-a-Jig-Jig; Jump Jim Crow; Ach Ja (German Folk Dance); Miatelitz (Russian Folk Dance); Looby Lou; Grand March with figures and spiral; Virginia Reel.

A Parent Teacher Association Training Course.—Folk dancing, games, ice breakers and other activities from which many programs can be developed, and the technique of handling large and small groups, are being taught members of the Parent-Teacher Associations of Detroit in an institute given under the auspices of the Department of Recreation of Detroit. Lottie A. McDermott, Supervisor of Women's and Girls' Activities and Violet P. Armstrong, Director of Training Courses, are in charge. The classes are being held on the first Thursday night of each month at a local church. Representatives of ten Detroit chapters of the Association have enrolled.

A Rural Recreation Training Course.—To assure competent leadership and carefully

planned programs for recreation in rural communities, the Division of Recreation of the Department of Welfare, Louisville, Kentucky, held an intensive training course in rural recreation open to all county teachers, church and club workers. The course was given on the evenings of February 27th and 28th at 7:30 P. M. and all day Saturday, March 1st. There were lectures and demonstrations in music, folk dancing, athletics, dramatics, storytelling and handcraft.

A School for Soap Sculpture.—The National Soap Sculpture Committee, 80 East 11th Street, New York City, has opened a school for soap sculpture, created to meet the growing demand for the use of this medium. The school, which opened on February 17th, will train teachers to teach soap carving. There is no charge for matriculation.

New State Forests and Parks.—The Massachusetts Federation of Women's Clubs, according to the *Boston Herald* of December 13th, is planning to give to the commonwealth a large tract of land to be reserved as a state forest. The gift will be made in connection with the celebration of the Massachusetts Bay Tercentenary. At least three nature trails are planned for the forest, which will become a sanctuary for forest life.

Acquisition of four new state reservations has been announced by the state forestry department and the Society for the Protection of New Hampshire Forests. Seventy-three New Hampshire towns now own 14,376 acres of forest. The Kentucky House of Representatives has passed a bill providing acceptance of the offer of T. Coleman DuPont to donate \$230,000 to acquire Cumberland Falls and adjacent land for a state park.

Publicity for Wilmington Parks.—The Board of Park Commissioners of Wilmington, Delaware, is making use of a motion picture showing parks and recreation activities to arouse interest in the local recreation movement. This plan has been very successful in increasing public interest especially in the provision of swimming pools. One very definite result is that the city is to have an additional pool this year in a section where it is greatly needed.

Keeping Up With the Snow.—As the rare snows which fall in Lynchburg usually turn to slush by night, it is impossible to plan ahead for snow carnivals. But when, early in February, the heaviest snow in years fell, Mrs. Nincie Munday, Superintendent of Recreation, seized the opportunity. Within an hour the police and safety



QUEBEC'S PET SHOW

departments had promised their help, the power company had pledged free current and city electricians were stringing a hundred lights, a nearby pharmacy had begun covering the lights with lanterns, the public service authorities were assembling materials for a huge bonfire and ropes and lanterns to rope off streets, and the colleges had been asked to provide teams for events. There were races of various kinds, chief among them sled and broom races, and a tug-of-war. The bonfire was a gorgeous affair and the thousand people who attended were loud in their praise of Lynchburg's first winter carnival. The next day more snow fell and while it was still falling events were conducted in five streets, with from 800 to a 1,000 in each street.

Fourth Annual Drama Tournament in Memphis.—*Grimm's Fairy Tales* was the subject selected by the Memphis Park Department for the playground drama tournament held in May, 1929. Each playground contributed one pantomime, presented by children under sixteen years of age who had attended the rhythmic classes conducted by the Recreation Department. Each participant wore the regulation blue costume to which were added simple accessories such as flowers, a scarf, wings or a belt, and it was required that all properties and accessories should be made by the children. Each pantomime, which was limited to not more than thirty minutes, was judged for—dramatization, 25 points; rhythm, 25 points; costumes and properties, 20 points; programs, 15 points; number of children, five points; number of spectators and decorations in the spectators' section, 10 points.

Dramatics in Industry.—Dramatic clubs have been organized with great success in twelve of the mills in Knoxville, Tennessee. It began when the workers from the Recreation Bureau who went at noon hours to the mills, gathered together a few of the employees interested in drama and cast them for parts in a one-act non-royalty play. Immediately other workers became interested and there was a clamor for more plays. The outcome was a one-act play contest conducted by the Bureau with silver trophy given the winner. As a result workers in the mills who were not reached by athletics and social recreation are now interested in drama programs. Several of the mills are working on three-act plays and each large plant in Knoxville has its own little theatre

group which the Recreation Bureau plans eventually to combine in the Industrial Little Theatre Players.

Play Writing Contests.—The Mt. Vernon, New York, Community Players, who take part each year in the drama tournament of the Westchester County, New York, Recreation Commission, have announced a play writing contest with the following regulations:

1. Plays entered must be original and must not have been previously published, produced, or have won a prize in any other contest.
2. Plays must play within thirty-five (35) minutes.
3. Plays must be submitted in productible play form.
4. Plays must require only one, easily constructed set. Properties and settings may be as required by the play.
5. Plots should be handled as to clearly present the preparation, development and climax of the story.
6. Range of subject matter is not limited.

The Huguenot Players of New Rochelle, New York, are also conducting a one-act play-writing contest with the same regulations as those used by the Mt. Vernon group.

Jacksonville in Gala Array.—Playground children of Jacksonville, Florida, had a part in the Festival of States program, a two-day celebration commemorating a series of successful municipal projects for which civic clubs of the Springfield section of the city have long worked. A juvenile costume parade initiated the second day's festival and at 7:30 P. M. the boys' band of the city Recreation Department gave a concert.

Rural One-Act Play Contest.—Three counties in Illinois have held rural one-act play contests this year—DeKalb, Champaign and La Salle. Other counties are contemplating contests and Illinois may soon have its first state contest for rural communities. North Dakota, California, Wisconsin, New Hampshire and other states have held the state-wide contests which have aroused much interest.

A Treasure Trove.—Silk, satin and velvet cloth, Indian costumes, attire for gypsies, with paintings and spangles, garments fit for queens,

kings and princesses—raiment from all around the globe of rich material heavily embroidered, costumes used on New York stages and under the "big top"! Seven trunk loads of costumes—nearly a thousand of them—are represented in this gorgeous array which were given to the Recreation Department of Reading, Pennsylvania, by a citizen to whom they were left by his father, who conducted a toy store in the city. The Recreation Department will have them disinfected, cleaned and pressed, and next summer the children of the playgrounds will dress up to their hearts' content and Reading will abound in youthful Thespians.

Regarding Costumes.—Van Horn & Son, Inc., Southeast corner Twelfth and Chestnut Streets, Philadelphia, has issued an attractive catalog entitled *Special Made-to-Order Costumes* containing illustrations of the costumes which they can supply. The catalog, which contains many beautiful colored plates has been issued at cost price—\$1.50. Recreation workers will find this book very suggestive.

Free catalogs, costumes and accessories may also be secured from Van Horn & Son, Inc.

The Spring Festival in Palo Alto, California.—The Palo Alto spring festival, presented annually, was an outstanding success in 1929. Held under the auspices of the Community Center Commission the project had the enthusiastic support of the Advertising Club while members of other organizations acted as directors of traffic, safeguarding the children and pets in the parade, were officials of the track meet and helped in various ways. The pet show was larger and more unique than ever before. A great variety of pets were entered including seventeen horses. Five hundred school girls took part in the dance pageant on the green and in special dances while 350 boys entered the track meet. Other features included a cafeteria lunch, vaudeville show at the community house, model airplane exhibit and a flying contest. The crowning feature of the day was a flower show arranged by the Garden Club in which 112 different varieties of iris were shown. After all bills were paid there was a balance of over \$100 which was used to purchase equipment for the playgrounds.

Boston's International Festival.—Nine nationalities took part in the Seventh International

Festival of Music held on February 22nd under the auspices of Community Service of Boston. Both glee clubs and choruses competed and at the close of the individual group singing all the groups joined in an ensemble chorus under the direction of Russell Ames Cook. Cooperating with Community Service in sponsoring the festival were the Woman's Municipal League, the Junior League of Boston, the National Civic Federation and the Women's Educational and Industrial Union.

A Music Contest for Negroes.—The annual contest for Negro singers held under the auspices of Hunton branch Y. M. C. A. and the city Department of Recreation, Lynchburg, Virginia, was attended by a capacity audience. Quartets and soloists took part, quartet singers being judged on harmony, stage presence and effectiveness, while the solo decisions were based on enunciation, pronunciation, effectiveness, tonal quality and stage presence.

A Community Chorus in Rutland.—A community chorus of 125 voices is the achievement of Rutland, Vermont, a community of about 16,000 people. Charles Kitchell of New York University goes to Rutland every Monday to conduct rehearsals, and singers from all the churches of the city and some nearby towns are members. A very successful concert has been given and the chorus has already achieved a high degree of success. The city also boasts a ladies' ensemble of nine voices, coached by Mr. Kitchell, which bids fair to become an important factor in the music life of the state.

Sunday Afternoon Concerts.—A new project in Evansville, Indiana, this year, is the monthly Sunday afternoon concert at the municipal coliseum. The Recreation Department is working with a committee appointed by the Musicians Club to select the local talent for these programs, and every effort is made to secure the best. All the people appearing on the programs give their services and the coliseum is available without charge. The only cost to the city is the money spent for programs and handbills costing about \$35 per concert. Twenty-five hundred people enjoy the programs given here each month.

A New Light Opera Company.—To present light operas and plays at popular movie prices is the purpose of the Civic Light Opera Company

recently organized in Knoxville, Tennessee, by the Bureau of Recreation. All available talent in the city is being drawn upon not only for dramatic talent but for work on stage settings, properties, wardrobes, lighting and advertising. The first production given was *The Garden of Shah*. The stage settings and costumes were all made by local talent at a minimum cost.

A Musical Contest for Negro Schools.—

The colored grammar schools of Memphis responded heartily to the invitation of the Park Commission to take part in the third annual music contest held last May. According to the rules of the contest each school was represented by a glee club of not more than twenty singers in good standing in the school which they represented. This glee club might be composed of all boys, all girls or a mixed group. The musical program for each group consisted of one song or spiritual selected by the school and a required number, *Carry Me Back to Ole Virginny*. Judging was on the basis of, 1, blending of voices; 2, pronunciation; 3, expression; 4, stage appearance and tone quality.

A Music Festival in Concord.—The Concord, New Hampshire, Senior High School will be hosts in May to 500 students representing New Hampshire cities, in orchestras, bands and glee clubs. The occasion will be the Annual Music Festival. The contest will take place during the day and in the evening a symphony orchestra of 200 pieces composed of the best student musicians in the state will give a concert.

Irene Kaufman Settlement Dedicates New Building.—On December 6th the playground at the new building of the Irene Kaufman Settlement, Pittsburgh, Pennsylvania, was opened. A swimming meet for boys and girls in the splendid new pool track meets, games and races for adults and a demonstration of a summer play school assembly program made up the program. At six o'clock came the village fair with all the familiar features.

On January 18th the beautiful new wing of the settlement was dedicated with fitting ceremonies.

From Shed to Recreation Building.—In place of a small shed which for a number of years has served as a field house, Berkeley, California,

is to have a new recreation building at San Pablo Park. The center, which will be constructed by the Recreation Commission at a cost of about \$10,000, will have a spacious lobby with large open fireplace on either side of which will be offices for the directors and a supply room. In the rear there will be a large hall with a stage and a moving picture projection room. Plans provide for a splendidly equipped kitchen adjoining the hall which will serve a large number of people at one time. The toilet facilities are to be located on either side of the lobby, and one wing will be devoted to lockers and showers for boys, the other to similar accommodations for girls. The recreation building will fill a long felt need in one of the densely populated districts of Berkeley.

A Kiwanis Club Goes to the Country.—

The Kiwanis Club of Moline, Illinois, is said to be the most active group of its kind in its rural life activities. The mid-winter banquet given recently by the club to the rural leaders in Rock Island County was attended by over 1,200 people from country districts, many of whom are active participants in the programs of rural community centers and buildings. Beginning in May the club will go regularly to different rural community centers for country suppers and programs. In this way the old feeling between rural and city communities is being broken down.

Sure to Please.—The Playground and Recreation Board of Wilmette, Illinois, introduced an innovation recently when it held an open program for the Rotary and Optimist clubs of the village, and following the luncheon gave a demonstration of the school physical education program. A joint luncheon meeting was held for the two clubs at one of the schools. The domestic science department of the school provided and served the luncheon and the physical education teachers presented a program of marching, rhythms, games and dances. As many of the members of the clubs were fathers of children in the demonstration the occasion was an unqualified success!

The "Seminar in Mexico."—The fifth Annual "Seminar in Mexico" to be held July 5-25 in Mexico City will afford an opportunity to a group of representative citizens in the United States interested in international relations to study the life and culture of the Mexican people. The program

will include lectures by the leaders of Mexican life in education, the arts and government. Members of the Seminar will visit typical schools, villages and archeological monuments. Trips to outlying sections will be arranged for those who can remain for an additional week or two. Further information regarding the Seminar may be secured from Hubert C. Herring, Committee on Cultural Relations with Latin America, 112 East 19th Street, New York City.

A Liability Insurance in New Rochelle.—

The Park Board of New Rochelle, New York, carries public liability insurance covering any accidents occurring within the parks either to employees or visitors. This assures recovery of \$100,000 for a \$1,500 annual premium. The Board is enthusiastic over the plan and feels the money is well spent.

A New Playground in Jerusalem.—

The annual report of the American Colony Aid Association which maintains in Palestine a school of handicrafts for girls, a baby home and two child welfare stations, tells of the community playground opened in March. The playground, which adjoins the baby home in the thickly populated Moslem quarter of Jerusalem, was formerly a dumping ground for old tin cans and rubbish and was overgrown with cactus. Cleared and levelled, the ground has been equipped with swings, seesaws, gymnasium poles, basketball standards, sand boxes and merry-go-rounds. The Honorable F. O. Lowden, Ex-Governor of Illinois, who was visiting Jerusalem at the time of the dedication of the playground, gave the opening address.

There has been an average daily attendance of 150 children (sometimes as high as 300), the majority of them Moslems. About fifty Christians come from some distance and there is a mingling of Jews. The Moslem orphanage sends its working children to the playground on Friday, their free day, and other groups attend at special times. There is a leader in charge and a nurse is also on hand.

Junior Honor Girls Receive Awards.—

Junior Honor Girls of Detroit who win honor points are being awarded emblems on which appears the head of Diana. The awarding of the emblems on January 25th was symbolized by a program of community singing, dances, drills, pantomimes, gymnastic stunts and similar activi-

ties. One thousand, fifteen girls received awards as follows:

- 578 received certificates for earning fifteen points
- 355 received bronze pins for twenty-five points
- 76 received silver pins for fifty points
- 17 received silver and blue pins for seventy-five points
- 5 received gold pins for 100 points

Activities Growing in Elmira.—

In 1928 seven new activities were added to the program conducted by the City Recreation Commission of Elmira, New York. In 1929, according to the recently issued report, eleven more joined the roster, among them a shuffleboard tournament, a Philharmonic Orchestra, a bridge path and a glider club.

Farmers and Townsmen Advise on Recreation.—

A voice in recreation matters is provided for every organization in the school district of Hibbing, Minnesota, through the formation of a new Advisory Recreational Council. Each civic organization, farm club, labor union, fraternal group, church, athletic club and other organized group will have two representatives on the Council. The Recreation Board, of which the Advisory Recreation Council is the auxiliary, was organized last July. It consists of one representative each from the School Board, Village Council and Township Board, and four citizens at large.

Children of the grange towns around Hibbing enjoyed a New Year's Frolic through the cooperation of the Recreation Board and the Grange Shriners Club. Members of the Shriners Motor Corps took the children to the high school, where the entertainment was held in the afternoon. Community singing, moving pictures, and music by the Kiwanis string quartet and the Aad Temple Shrine Band made up the program, which was followed by the distribution of gifts.

Negroes Develop Own Playground.—

A playground by and for the colored people of a section of Beaumont, Texas, has proved a popular center of neighborhood life. The colored Congregational Church established the ground, which was opened in August. The Department of Parks and Playgrounds encouraged the pastor to acquire the land, prepared plans for its development, made some contributions of equipment and helped the church to secure the best prices in purchasing apparatus. Attendance records for the first three

months testify to the success of the center—September, 4,328; October, 4,271; November, 3,857.

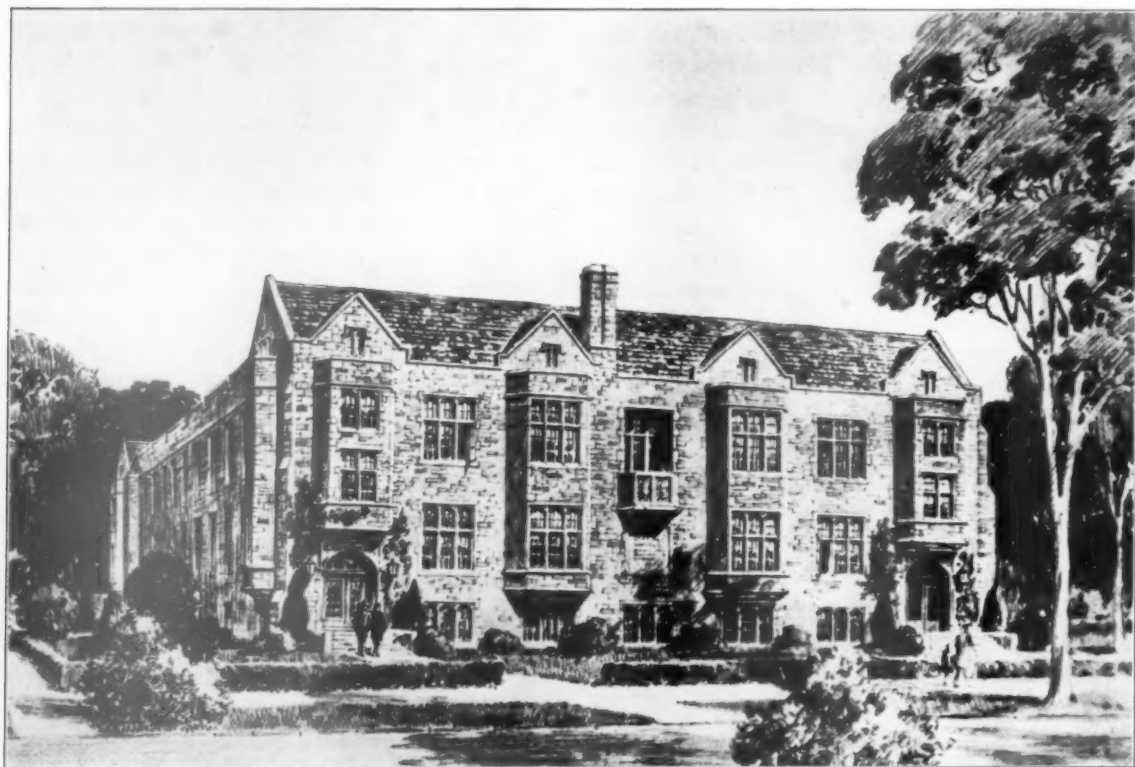
Municipal Golf Course Operation in Pontiac, Michigan.—In 1924, after much deliberation on the part of the citizens of Pontiac, \$50,000 was taken from the improvement fund to purchase property for a nine-hole municipal golf course. The plan involved paying this money back from the park fund at the rate of \$10,000 each year. A twenty-seven hole golf course, constructed at a cost of \$11,936.63, was opened on June 10, 1925. Though the fairways were soft, a total of 15,000 games were played during 1925 at a profit of \$2,185.91 over the maintenance costs.

A Church Secures a Playground.—Shattuck, Oklahoma, a town of about 2,500 people, has a playground secured through the instrumentality of the Methodist Episcopal Church and its pastor, J. M. Carpenter. A public-spirited citizen of the community, A. C. Oliver, gave the church a seventy-five foot lot immediately adjacent to it which has been cleared and prepared for use as a playground. A number of gifts of money have been received and it has been planned to spend about

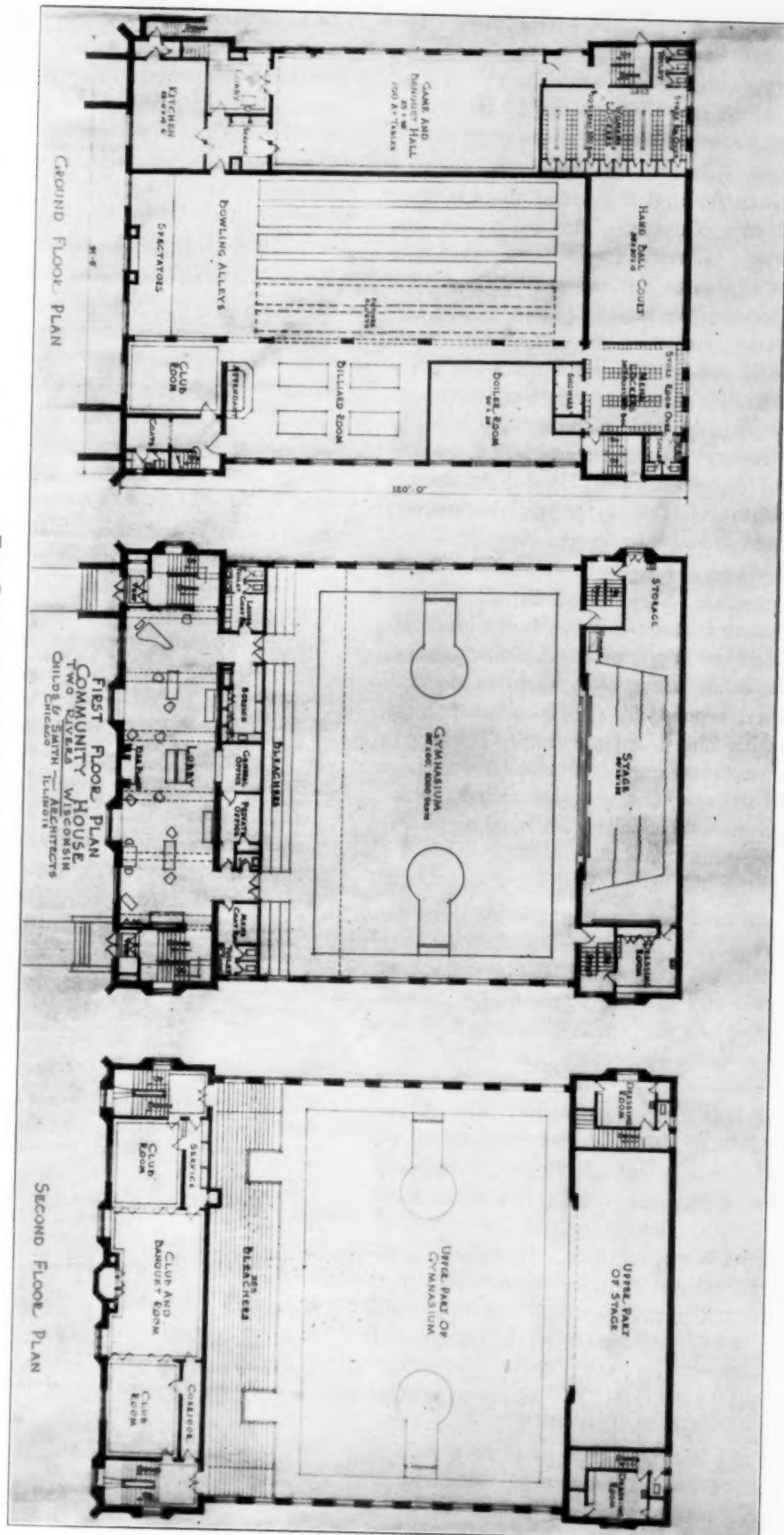
\$500 this year on the playground, the only one in town. Three outstanding citizens have been selected to serve as trustees.

Horace Bushnell Memorial Hall.—Horace Bushnell Memorial Hall, Hartford's newest civic building, and one of which the city is very proud, was dedicated in January. The huge auditorium has 3,300 seats and is built in the shape of a megaphone so that sound will carry to all parts of the theatre. The stage is large enough to permit of performances by the Metropolitan Opera Company. Numerous spacious stairways and lounging rooms are provided and there are facilities for talking pictures. The Colonial room, which is the intimate part of the building, is equipped with a small stage and has been paneled with carved pine.

Cleveland's Gymnastic Olympics for All Nations.—Eleven hundred non-professional athletes took part in the gymnastic Olympics for All Nations given December 13th under the auspices of the Cleveland News in cooperation with the Division of Recreation. The Olympic opened with a parade of all participating groups, the flag of each nation represented being carried with the



COMMUNITY HOUSE AT TWO RIVERS, WISCONSIN



THE COMMUNITY HOUSE, TWO RIVERS, WISCONSIN

As the result of the offer of J. E. Hamilton, manufacturer, of Two Rivers, Wisconsin, to give the city a \$150,000 community building on condition the municipality provide the site, a piece of property has been purchased and plans have been made for a building which will be unusually well adapted to the needs of a community program. It will contain a large gymnasium and auditorium, club rooms, game rooms, bowling alleys and a billiard room.

American flag at the head of every group. The program consisted of gymnastics, tumbling acts, dances, songs, drills and apparatus work. A final tableau in which the 1,100 participants gathered in a body on the stage completed the program.

Seventeenth Annual Report of the Chief of the Children's Bureau.—The report of the Chief of the Children's Bureau, United States Department of Labor, for the year ending June 30, 1929, reviews the various phases of the Department's work, including recreation. The recreation specialist attached to the Bureau has given much of her time to the problem of recreation among rural children and in cooperation with the extension divisions of the Federal and State Departments of Agriculture has helped in conducting recreation institutes. During the past year instruction was given in institutes in five states.

A Telegraphic Airplane Meet.—The telegraphic miniature airplane meet held simultaneously in five New York cities—Utica, Syracuse, Elmira, Ithaca and Owego—resulted in the capturing of twelve points by the Utica boys, ten by Syracuse, with Elmira a close third. The events consisted of endurance tests and rise-off-water for juniors and seniors. The events were held simultaneously in the various cities followed by an exchange of telegrams.

The Passion Play in Sacramento.—Under the auspices of the Sacramento Recreation Department, the Freiburg Passion Play was presented in that city at the Memorial Auditorium. The play was given with great success by a chorus of 300 people and a supporting cast of 250.

Amateur Night in Reading.—Amateurs had a chance to "step up and show 'em" when the Recreation Commission of Reading, Pennsylvania, staged a program of all volunteer talent in January. Scores of local people showed unexpected ability along many lines. There were acrobats, singers, dancers, impersonators and even contortionists. The money which was raised will be used for lighting equipment on the playground.

Basketball in Knoxville.—Ninety-two teams are playing organized basketball in Knoxville, Tennessee, at a minimum expense to the municipal government. These teams are composed of working men and women representing churches, in-

dustrial plants, commercial establishments, clubs and community groups. Four gymnasiums are used for the games. The expenditures for operation are twenty-five cents per hour for lights; seventy-five cents per night for janitor; one dollar a game for officials. Each team pays an entrance fee of \$6.00 for the season.

Volley Ball in Northern California.—Six cities—Oakland, Stockton, San Francisco, Berkeley and San Jose, California, and Portland, Oregon—were represented in the third annual Pacific Coast Volley Ball Championship, held under the auspices of the Northern California A. A. F. at Oakland. Ten teams took part in the tournament, the honors going to the San Francisco Y. M. C. A. volley ball team. The Recreation Department and the Y. M. C. A. of Oakland have been instrumental in making the Pacific Coast tournament an outstanding event.

Industrial Athletics.—More than 300 industrial concerns received service during 1929 from the Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio. Every industrial neighborhood in the city has one or more industrial baseball leagues playing after working hours in the public parks, and two dozen firms have basketball teams in the Municipal Industrial League. An industrial tennis league is an annual feature with inter-shop matches and tournaments, developed during the past year. Neighborhood industrial horseshoe leagues were a new development during the last season while another new venture was represented in three industrial golf leagues who play their matches after working hours on the municipal golf links. Two hundred and eighty-nine teams took part in the annual industrial bowling tourney. Track and field meets, swimming meets and picnics were included in the program.

"Children need, if possible, a room to themselves in which they can really try out ideas, carry out experiments and special hobbies of their own. They also need a great deal of intelligent leaving alone. Finally they need understanding, intelligent parents, who can help them progressively to make better and wiser use of those hours that are not definitely planned for them by home and school."—*Ethel H. Bliss.*

The Child's Leisure*

JOSEPH LEE

The child needs time for revery and solitude. This is very important. He also needs the supplementing influence of the mother. Of course, unusual persons may take the place of the mother, but it is rare really that anybody else can adequately do what the mother does. The child is not a complete creature. The mother is the other half of the child. In mother-play the child is constantly running away from the mother and coming back to her, hiding and then reappearing. In a sense he teases her by running off and then coming back to ask her forgiveness. Nursery schools, valuable as they are, can never take the place of mothers.

There is too much talk about giving the child large objects with which to play. The baby creeping around on the carpet will pick up the smallest object he can find—pins, small threads, tiny stones and bits of dirt. These he holds up before his eyes and stares at minutely. He is being scientific, he is exploring. Many of these objects he puts to the test of taste, rejecting those which he doesn't care for by spitting them out, and swallowing others. This is probably the first example of scientific classification.

Don't worry about the big muscles. The child inevitably exercises them. The baby in the crib doubles up when he cries. He gets enormous exercise crawling around on the floor. If you think that a small child gets insufficient action for his big muscles, just try for one day doing the things with your arms and legs that he does. The next morning you will not be able to get out of bed.

Watson says that the first social responses in a child occur at seven years. At seven seconds, would be more accurate. Within the first seven seconds, an infant cries. If that is not an appeal for social response or social action, I do not know how to explain it.

First Age Period

This roughly continues up to two and a half or three years, and is characterized chiefly by mother-play. These years are extremely important since during them the child often gets a dominating impression of life as a whole which remains with him.

Second Age Period

The years from two and a half to six, roughly, are the dramatic age. This is the great period for the play of the imagination. The child impersonates the horse, the wind. (Perhaps the automobile has taken the place of the horse today.) Above all, at this time the child should be allowed to express images on his mind as he sees them. It is not a time for insisting upon accuracy. A child drawing a picture of his mother will show her arms coming out of her ears and her legs from her neck; the face will be a large round moon-like circle. Many a drawing teacher will pounce upon this as badly distorted and will correct the child for putting the arms and legs where they should not be. Such an attitude on the part of the teacher is positively pernicious. This is the period in the child's life for allowing his imagination to play as it will and not to insist upon having things done as they appear to the adult's sense of reality.

Imagination is the beginning of any form of activity that is worth while. As we look upon life in America today, I believe that we can truthfully say that our greatest lack is in imagination.

At this stage of the child's growth literal presentation is nothing to him. Do not break up the child's first images. In the make-believe age, let them make-believe.

There is a time for learning certain things. If they are not learned during that time, they may never be learned or at least they will be learned imperfectly and with immense difficulty. We have illustrations of this in the animal kingdom. Sometimes a cow will wander in the woods to have its calf. When this happens the farmer will make a supreme effort to get to the cow and calf during the first two days, because if the calf does not come in contact with human beings during those days it will always be a wild cow.

A newly hatched chick will follow any creature about, during the first two or three days; it will just as readily follow a dog or a cat as it will a mother hen. There is a period when it learns to follow.

G. Stanley Hall wondered what the importance of tails were to tadpoles. He cut off the tails of a number of tadpoles and discovered that their hind legs, as they developed into frogs, were very

*Notes from address delivered by Mr. Lee before the Child Study Association of America, January 14, 1930.

deficient as compared with the individual frogs which had been unmolested during the tadpole stage. What the function of the tails was is unknown, but it seemed to be a necessary part of the creature's growth and if this part were interfered with it would never mature into a normal frog.

The Big Injun Age

This period from six on to adolescence is a difficult period. It might be called the "hard-boiled" age. The child retains his imagination, but he wants reality. He wants to try out everything and everybody. He wishes to make the biggest noise in the world. He is an explorer. He is a psychologist, figuratively sticking pins into his parents to see how they will react. In his demands on them he experiments in order to see which of their "noes" really means no. He wants to show that he can really do things. At this age he has a great many fights. This is the great period for getting the start in skills. Now is the time to learn to play baseball or to play the piano. No great baseball player ever developed who did

not begin to develop his skill at this age. I am not sure that this is the time for the initiation of mental skills. Again, in this period also comes the necessity for allowing the child to be alone at times, to think his own thoughts. There are times when it is vital to stare into the pool, to allow the dust to settle, to watch at the spring.

A very unfortunate situation confronts the American child at this age today. In many schools he is given millions of facts to learn. My daughter, who went to teach in a community in Massachusetts, found that she was supposed to instruct the children in a period in American history which all of them had already studied three times before. The children were required to learn thirty dates before the Revolution. Possibly there were two dates that were really important for them to know. The six to nine period is a jammed period. Besides school there is the music lesson, or the dancing lesson, sometimes compulsory football. Children are too much dated up.

During pre-adolescence the child, like the future man, is being led forward by what he does. The child who can't play can't grow up. Play is a part of the law of growth.



IN THE CHILDREN'S THEATRE AT TULSA, OKLOHOMA

Ideals and Objectives of Public Recreation

WILL R. REEVES,

Director, Public Recreation Commission, Cincinnati, Ohio

There has been, and is at the present writing, so much confusion of thought among our citizens concerning the ideals and objectives of the public recreation movement in America, and, on the part of those who are really aware of the objectives, so much uncertainty or even skepticism concerning the achievement of those ideals and objectives through organized and supervised play and recreation, I am using this third annual report as a medium to state again definitely the objectives and ideals, and to give the reasons we think their achievement will be brought nearer through properly supervised games and play for all.

Recreation activities' objectives may be defined as follows:

1. Health
 - a. Through the development of strong muscles, and strong, well-poised bodies; b. through organic soundness; c. through good neuro-muscular control (quick mental and muscular adjustment or reaction to any situation that arises)
2. The development of moral and social qualities (development of the art of living with our fellows); self-control, self-reliance, perseverance, initiative, team-play, courage, modesty, fairness, justice, honor
3. A love of sports and games for themselves, for the fun, pleasure, joy of participation

In the Days of Our Forefathers

The concept that play and games are "idle activities to while away the time" in which only children should indulge, and that not too often, is but the heritage of another day and generation in this country, when there was work, real work, for every man, woman, and child to do. The clearing of the forests, fields and swamps, the building and maintenance of roads, the construction of farm houses and outbuildings, the care of live stock, the preparation of the soil, the water that had to be drawn and carried (after wells were driven), the wood that had to be chopped against the long winter, the food that had to be prepared against the same season, the clothes that had to be made in the home for the entire year,—were

work activities of vital necessity to be done by all able-bodied family members, young and old, if the family were to survive. But—such work! Was it all work, or was it what we now call Work-Play?

When our forefathers in this country were constrained by the circumstance of having to open up and develop a new land, to work from sunrise to dark and often after dark, there was not only little time for play or fooling—"to while away"—but when the time could be found, the practice was frowned upon as building habits that might lead away from the concept (forced by Mother Nature) that life was work and work was life.

There was no need in those days for a publicly supported program to develop strong muscles and well-poised bodies, organic soundness and good neuro-muscular control. Those who managed to survive the perils of a frontier civilization in a hostile land, lived a healthy life to a good old age and died either of old age or exhaustion by toil. Men, and women, too, generally speaking, worked hard, slept hard, and, when the occasion was presented, played hard. One might also add, if the old records are an accurate gauge, drank hard.

Man did not need golf, tennis, basketball, baseball, or horse-back riding to tone him up, to recreate him. He found that re-creation in his work-play. The physically unfit were liabilities, a charge on the community, and as such were suffered as an "act of God."

New Conditions Demand New Means of Health Preservation

How different the environment today! The subjugation of the last frontier, the industrial revolution, the replacement of man power by machine power have resulted in a softer, easier, more enervating life for the large majority of us. Even the hand toiler (with the exception of the farmer) now finds his working hours limited by federal or state laws. And how great the change in the type of work insofar as it affects spiritual values! Where is the sense of achievement, of discovery, of creativeness, of building, of real ad-

venture that accompanied the pioneer, our early agriculturist, as he marched through the years?

Today, for the average man physical health and fitness must be built up outside the job. The age of machinery and invention has made it necessary for us to use activities outside of our employed hours to develop and maintain strong muscles, well-poised bodies, organic soundness and good neuro-muscular control. Our leisure hours, not our working hours, have become our health building hours, or—our health and body destroying hours.

The man who walks to work today does so in all probability because he has been told by his physician he will not work much longer unless he squeezes in that daily walk. The woman today who walks to market with a basket over her arm is as rare—in our cities at least—as the “one-hoss shay.” Why should the high school boy walk to school when his fellows ride in the trolley car, bus, or even private automobile? When they do have to walk, we find them on roads leading away from the school with hands up stopping motorists for a hitch hike anywhere in the general direction of home. “Why walk when you can ride?” “Why take any physical exercise at all that is not accompanied by a sense of pleasure” might be taken as an axiom of the youth of today, nay, of all of us today.

It must be reasonable to assume, then, that outside of those who can afford to join country clubs and use the facilities they offer, or take periodic and long vacations, to preserve the health and physical fitness of the nation the government (state, county, city, school district) must provide the means, and, what is more important, make the means attractive enough to win people to work (play) unconsciously for health and physical fitness.

The British Government learned to its cost in the Boer War the effect of city life on the young manhood of Great Britain. Some Americans have not yet forgotten that one third of the men drafted for the army of 1918 were rejected because of physical unfitness. Shall we wait for another war to take stock of the health and physical fitness of our citizens, or have a worthier ideal in the building up of our manhood and womanhood for *peace*, for *life*? One-tenth of the cost to this nation of the last war and one-half the national budget of the current year for a “war of defence” would, in another generation, raise our standards of health and physical fitness to the point that was

the goal of the free citizens of ancient Greece when a strong, healthy and beautiful body was considered as important as any other one factor in contributing to a useful and happy life.

It may be said, then, that public recreation authorities, by working to provide adequate recreational facilities, indoor and outdoor for both sexes and all age groups, throughout the year, are practical, far-seeing groups, whose endeavor to correct an existing evil condition should not be regarded by the average layman as the efforts of fanatics, or visionaries, but should command the interest and hearty support of all who believe we can work and live happily only as our bodies are kept fit to meet the demands made upon them.

Moral and Social Values of Play

Do properly supervised games and play contribute moral and social qualities that materially help us to find in life that content, satisfaction, and happiness we so desire? Are properly supervised games and sports a preventive and an antidote for juvenile delinquency and adult anti-social conduct?

These two questions are discussed as such or under other general headings by Parent Teachers Associations, recreation congresses, social workers' conferences, service clubs' conventions, in fact, everywhere and anywhere adults meet to determine the answer to the question, “What is the matter with our ‘terrible’ young people?”

In attempting to answer these questions in the affirmative, let us begin by establishing three premises:

1. Recreation is neither inherently moral nor immoral. It may be either depending upon the type of leadership provided or volunteered.
2. Boys or girls cannot be in two places at one time.
3. Children can be taught social and moral values without using the fear of punishment motive.

A consideration of the first premise discloses the fact that many parents feel their children or young people are “safe” if they are playing on the baseball team, basketball team, football squad, with companions on the golf course, or, in fact, anywhere with their fellows when the group is engaged in what are termed the “healthy outdoor (or indoor, for that matter) sports.” This theory has long ago been exploded by those whose life work has been with or among children and young people.

Take baseball, for instance. The game itself, aside from the fact that it is played in the outdoors and under certain traditions that may or may not be regarded by the players, cannot be said to be character building or character destroying. It is the spirit in which the team and each individual member of the team approach the contest and play the game that makes of it a constructive or destructive moral and social force. The inherent joining and combative instincts, tendencies, or impulses, in every normal boy find equal satisfaction through membership in a street gang and participation with that gang in fights against similar gangs, or raids into "enemy" territory.

Baseball as played by many young sandlot teams in this country is a vicious game so far as character building is concerned, and solely because of lack of the right kind of adult leadership or because of volunteer leadership by others with rotten sportsmanship ideals.

A man who will directly or indirectly pay boys or young men to play on an "amateur" team in an "amateur class"; who will instruct his players it is according to Hoyle to get the "goat" of the opposing pitcher by using to him (out of earshot of the umpire, of course) the most vile and filthy language of the gutter; who will inculcate the idea that a game lost on the ball diamond is not irretrievably lost but can be protested and won on a technicality that has no bearing on the score; who will advise his players to injure deliberately a skillful opponent in order to put him out of the game; who winks at or even encourages the use of false names and ages by his players—is a man actually teaching boys to be cheats, liars and thieves. He is as great a menace to decent young manhood as Dickens' notable "Fagin," only he is a real and greatly multiplied Fagin. Moreover, he is a greater scoundrel than Fagin because he is using an instrument to debase character that boys love to use—a great and deservedly popular game.

It is not necessary to add that such leaders can hardly be expected to encourage the social values of justice, honor, fairness, modesty and self-control. They are consciously or unconsciously doing their best to tear down every decent character attribute that is in the boy when he joins the team. When such an individual is not conscious of the result of his teaching, but believes he must pursue such practices because every other manager or backer is so doing, some authorized group,

speaking for the general public, should see to it that he loses his control and influence—at once. When he is conscious of the effect of his teaching and influence but considers any means the justification of the end—a winning team—he is a real menace to the community and should be treated as such. What is true of baseball is true in a large measure of all our popular sports in proportion to their popularity.

Leadership All-Important

It would not be fair to imply that a large percentage of our present adult leadership is of the destructive type. Thousands of fine leaders are giving their interest, time, and even money, to encourage our boys and girls and young men and young women engaged in commerce and industry to participate in the popular outdoor and indoor games. But even this high type of leader needs to be guided and fortified by an agency that is not concerned with the winning of games but the *playing* of games. Do not forget, however, that while the proportion of actually vicious leadership may be small, it has the same effect on the sportsmanship standards of the game as the bad egg in the omelet.

Another type of volunteer leadership that has been under suspicion for some time is the self-imposed or group-elected volunteer boy leadership.

It may be taken for granted that every boy group or gang and every girl group, if not provided with adult leadership by the community or by "interested" or disinterested adults, will find a leader or have a leader forced upon them by the dominating boy or girl personality in the group. When this personality is accompanied by unusual skill in games, it becomes an outstanding, almost dominating influence in the social attitudes of the group. The language, appearance, gestures, and social standards of this leader are meticulously mimicked. Such "hero-worship" may lead to "more boy," "more girl,"—but what kind?

I recall in my own boyhood experience a slightly older boy who by reason of his strength and games-skill was captain or leader of every athletic group in our village. He was by far the best rough and tumble fighter, the best runner, baseball player, football player, swimmer, skater. He was also the type that caused our mothers to warn us not to play with him and the school authorities to deny him official leadership. Such prohibitions, however could not and did not over-

come boy admiration for skill, strength, and personality. He was our leader, not only in games, but in group and individual practices some of us must now remember with considerable shame. He colored the boyhood life of our community until he married and moved away.

If you should ask—"what of it, boys have managed to come through in the past under such conditions and without the skillfully trained and adequately paid leadership you urge as vitally necessary," I shall answer: "We are not living in a past world, but in the complex, highly industrialized, crowded city-living, motorized, machine using, commercialized-recreation world of today." The day when all of us who are older and supposedly wiser realize just that, and compare our childhood environment with the environment forced on practically every city youth of today, that day will mark the support by all intelligent people of a militant, national movement to give to our children and young people a choice between leisure time activities we call right—character and health building,—and those we call wrong—character and health destroying.

And when that just appreciation of the world we and our children live in today has come, and we realize to the full the social value of the wise and constructive and happiness-fulfilling use of our leisure time, and when we provide the properly trained, adequately paid leisure time leaders for our young, the activities that now lead to the juvenile court, the correctional school, the city jail, and the state and federal penal institutions, will not be the only outlet for youthful enthusiasm, energy, sense of achievement and adventure. Misused leisure time will then have a powerful antidote in leisure time activities our boys and girls already like, or can be taught to like.

If we are to dispense with the type of volunteer leadership that is destructive, I doubt very much whether citizens who, by reason of character, skill, and experience might act in such leadership capacity, could or would volunteer to fill the void. They are too busy, much too busy, to give the time, thought and enthusiasm demanded by the youth group.

Public Recreation Not a "Topsy" Growth

Therefore, it seems reasonable to assume that the paid and continuing leadership ideal of the public recreation movement in America has not grown just like Topsy, but because a need had to be met, a problem solved, that could not be

solved any other way. Public recreation authorities are convinced that skillfully trained, adequately paid leaders of high character not only do not permit low character and conduct standards on the athletic field or court, but, what is more important, that such employed leaders given a long enough time period in which to operate will yield an investment in more justice, fair play, modesty, self-control, and a finer sense of honor in each individual boy or girl who comes under their influence. Moreover, when "more boy," "finer boy" is the goal, we believe that other values actually can be taught. The enumeration of these social values reveals their importance not only in games and play, but in life itself. They are: perseverance, courage, the ability to take overwhelming defeat and keep on playing with grim determination and a smile, self-reliance, loyalty to an ideal, cooperation with one's fellows (team play) modesty under success, and a finer sense of "fair play" with all that implies.

The most outstanding reactionary who still believes that supervised play is foolishness; that boys and girls even of a very tender age are much better off working because that is the only way "to keep them out of mischief," will admit that a boy cannot shoot craps and play baseball at the same time, steal an automobile and play a regularly scheduled game of basketball at the same time, commit a burglary or engage in a hold-up and play a regularly scheduled game of football at the same time.

That individual will also agree, I believe, that to the normal, average boy football, baseball, and basketball have a stronger appeal than the anti-social acts cited. However, that is beside the point. A boy cannot be doing two different things in two different places at the same time. Therefore, the more boys and girls we enlist in regular teams and keep playing under an agency that not only makes the schedules, provides the officials, checks upon forfeited games, but maintains standards both for leaders and players, the fewer boys and young men we will have appearing before our juvenile court and police court judges.

To the man or woman who opposes increased public expenditure for play and recreation because, "We did not have these facilities or opportunities when we were young; *we* had no public playgrounds, ball diamonds, tennis courts, golf courses, swimming pools, etc.; *we* did this or that," I simply answer, "wake up, and look about you. Where is that world you used to live in

twenty-five or thirty years ago? *You* certainly are not living in it today. You, even if you are the most hide-bound reactionary, are forced to make use of the conveniences that modern science and invention have given men in the last several generations. Their use marked the end of your youthful world. Why, therefore, expect the youth of today to live in a world that is gone as irretrievably as your own youth?"

The Answer of Recreation Leaders

The answer of public recreation leaders, then, to the present day youth misuse of leisure time and consequent juvenile and youthful delinquency, is the provision of an adequate number of playgrounds, ball diamonds, football and soccer fields, tennis courts, swimming pools, and indoor centers in every community in this city, properly equipped, beautified, and under adequate leadership, *every day in the year including Sunday afternoons*. We believe the average boy or girl, given a fair choice over a long enough time period, will choose wholesome activities in a decent environment where under skillful and sympathetic supervision, health and character standards will be safe-guarded and fine social and moral ideals inculcated.

When such play areas adjoin churches, they should be closed during divine service. Considering the percentage of boys and girls in our cities who do not go to any Sunday School and who have nothing to do and no place to go on Sunday except the moving pictures, pool rooms, the revamped saloon eating houses, and the corners outside drug stores, it seems to me that Sunday might be a most important day in the week to use as an instrument not only to give boys and girls an opportunity to indulge in wholesome activities but to teach them certain ethical and moral values through those activities.

We have made a good beginning in America, but it is only a beginning. We must continue to go forward, and rapidly. The question is, how far will the socially minded people, the religious and educational leaders be willing to unite and work constantly to the end that all of our children and young people be given that choice between what we think and call—good and evil? Shall we wait to unite and work until we are forced to recognize the need by increasing vandalism, juvenile and youthful delinquency and their mounting cost to the tax-payer, or shall we give the subject the consideration it deserves now, because it involves what we are always quick to

call "our most precious possession"—make up our minds what should be done, and set about doing it?

Play for Play's Sake

The third objective of the public recreation movement—play for play's sake, for the pleasure resulting from participation with one's fellows in activities that yield no return save those inherent in the participation, must be approached with care even at the present time.

There is no denying the fact we are a pleasure-loving, excitement-craving, entertainment-going people; that all classes and both sexes enjoy an amount of spare or leisure time undreamed of by preceding generations; that a large percentage of our national income is expended in this leisure time for entertainment that titillates the nerves, stimulates the imagination, or vicariously fills an emotional need. Some one has said we are "the greatest consumers of recreation from the grandstand the world has ever known."

Any reputable neurologist or psychiatrist knows that what restless, highly strung, nervous Americans need much more than this pouring-in process that is constantly going on around us, is a pouring-out process through actual participation in activities that will provide outlets for bottled-up aspirations, desires, energies, and emotion; that will release through amateur music, amateur dramatics, amateur sports and playfield activities, certain natural forces which denied release are forces that work for unrest, unhappiness, and ugliness of life.

"All work and no play makes Jack a dull boy" is more true today than it was when first written. The adventure in work today, the sense of achievement, is limited to the few who plan, control, and direct. Even the so-called professions are so specialized and standardized that the "run of the mine" holder of a qualifying certificate or diploma finds his interest in leisure time outweighing his interest in work time because his leisure time is coming more and more to be the time he can do or try to do what he actually wants to do, not what he is forced to do in order to make a living.

It seems to me that the right to play—for fun—can be determined if we are willing to agree that the "pursuit of happiness" is still the great motivating force in the life of man, and that due to present day work environment and conditions the most of us do not and cannot find that happiness in the hours we work in order to feel, clothe and house ourselves. This is particularly true in the

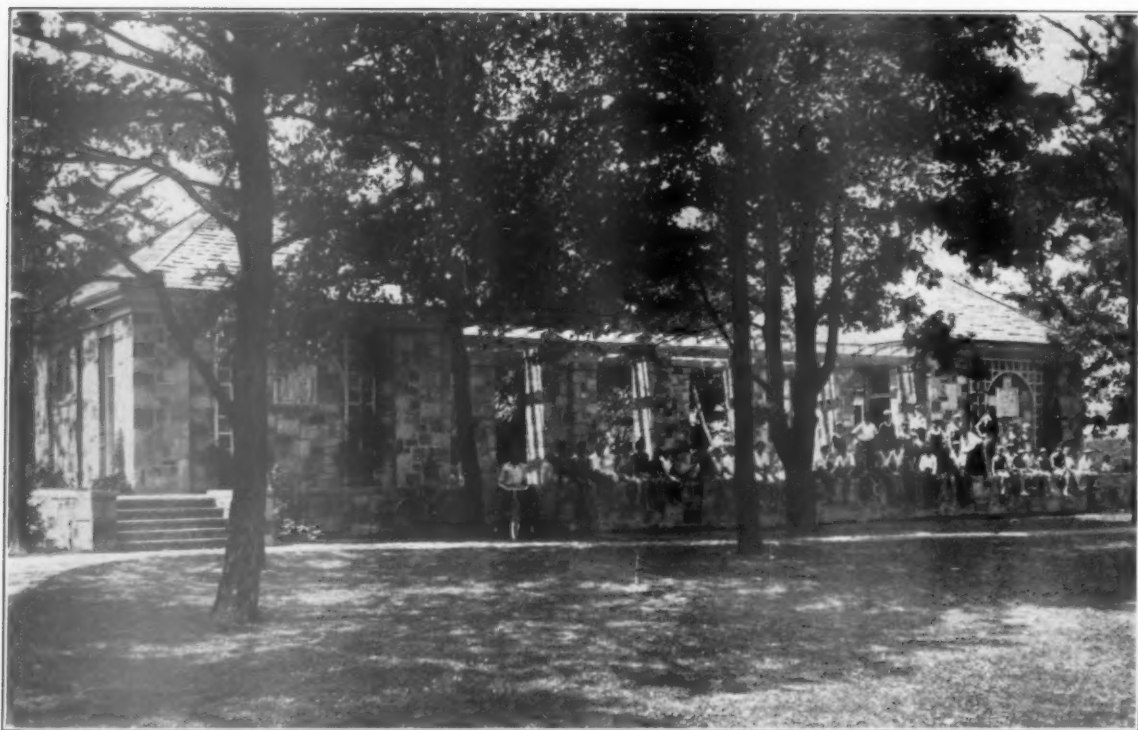
case of the individual between the ages of 16 and 25 or 30, when the blood runs fast and red, when life is still an adventure, when a thrill or kick must be found somehow, somewhere, when life's "real interest" is projected outside the school, shop, store, factory, to the time we can call our own. It is then only we have the right to try to be what is denied us while we are doing our share of keeping this work-a-day world agoing. What most of us do in this free time depends in large measure on the opportunities afforded in the city of today. If that city life prohibits youth activities that are age old, that have always acted as outlets for youthful enthusiasm, exuberance of spirits, energy, and ambition, then working together we must see to it that opportunities for those activities are given back to our children and youth.

Let us not be ashamed to play then, to play for play's sake, just for the fun of it. Let us be hunters, fighters, musicians, actors, unconscious builders of "more man, more woman" just be-

cause we want to be, and, perhaps through our use of leisure hours in play for play's sake we may win the serenity of mind, the poise, the balanced nervous system that is necessary if we are to really "live" not merely exist.

If we are to achieve the ideal "a public recreation program with appropriate leadership for all age groups and both sexes throughout the year," we cannot afford to wait for a "more convenient time." Mounting costs of real estate, and what is more important, mounting costs in broken health, juvenile delinquency, and adult unhappiness and crime are surely warnings that should be heeded. Further delay in moving quickly to the goal cannot be excused, once the facts are known, save on the grounds of indifference or criminal negligence. As a nation we are rich enough now to bring about in five years any change we desire in our cities in order that they may be good places to live as well as work.

Why wait longer?



THE MUSIC COURT, FRANCIS WILLIAM BIRD PARK, EAST WALPOLE, MASSACHUSETTS

The Rochester Survey

(PART II)

There is adequate recognition in the Rochester survey of the part played in community recreation not only by the parks, schools and playgrounds but by the libraries, museums, bathhouses, and auditoriums. "Although the circulation of books for home use is a major and important part of the library service, the libraries render much additional service to the public. Numerous patrons attend these centers who do their reading in the library and many seek advice on books and other literature. . . . Special emphasis is also placed on the children's divisions, where care is taken to provide a suitable and attractive collection of books which appeal to the child mind during the different age periods. Also much effort is exerted toward the promotion and conduct of a series of story hours.

"Stories are told by staff members specially trained for this type of work. Not only are the stories of great interest to the children but, through this channel, many valuable lessons are 'driven home.' Wholesome and interesting stories lead to wholesome reading and thus wholesome recreation."

"While generally classed as an educational project, the museum affords every opportunity for the wise use of leisure time and thus also may be classified as recreational and in the same field as other institutions which cater to the recreational needs of the general public.

"The per capita cost of supporting the museum during the year 1927, based on a 325,000 city population, was 15.91 cents. This is a small amount when compared with the financial support given museums in many other cities, where per capita costs range from fifty cents to one dollar and fifty cents."

Recreation through Semi-Public Agencies

In his study of the semi-public agencies such as the Christian and Jewish organizations, and Scout organizations, Mr. Raitt has gone into some detail as to the outreach of these agencies, the number served in relationship to the total possibilities and in relation to the expenditures and has made suggestions for extending and improving the service. As a sample of the type of comment note the following quotations with regard to the Y. M. C. A.: "The Y. M. C. A., with char-

acter building and Christian citizenship training as its goal, is rendering the youth and young men of Rochester an excellent and effective service. High standards of leadership and service have been responsible for the continued growth and success of the association.

"The results accomplished through the activities of this agency cannot be calculated in cold figures, nor measured in dollars and cents. The profits come in the form of strong character and better manhood, qualities so essential in a citizenship that has to withstand the stress and strain of modern civilization.

"At no time in the history of the 'Y,' with the possible exception of the World War period, has there been a greater need among our youth for just the type of program that the association has to offer . . ."

"It has been suggested that several additional branch 'Y' buildings be erected in outlying sections of the city. If such action is contemplated because of need for the particular type of religious program the 'Y' has to offer, it should be given serious consideration. An important point to consider before taking such action would be whether the residents of the particular neighborhood are of such religious faith as to adapt themselves to the association program, or whether they would be served better through another agency.

"If the establishment of these branches is to provide recreation for the community residents, it would seem unwise for a private agency to undertake this task, not that it could not do an excellent work, but because it would be handicapped for funds to adequately cover the field.

"Provision for the recreation of the masses is a public responsibility, and Rochester's very first move should be to provide in its poorer sections adequate space and facilities for the play of the children and recreation of the adults."

The following comment has to do with the Y. M. C. A. camp: "Effort should be made to accommodate more boys, even though in doing this, it may be necessary to limit the stay in camp to two weeks. Last year there was a waiting list and some boys spent a long period, if not the full eight weeks, in camp while those waiting were deprived of an outing."

The following observations with reference to the Boy Scouts in Rochester are of interest:

"It is quite interesting to note that in Rochester approximately 75% of the troops are organized under religious leadership, while the other 25% are sponsored by American Legion Posts, Parent-Teachers Associations, and other community groups.

"Facts and figures on Scout membership in Rochester show that the annual 'turnover' is quite large and exceeds 50% of the total. This is and should be a matter of some concern to Scout officials. With one year and seven months as the average length of membership; with over 50% of new members joining at twelve years of age; with 50% of those quitting, doing so in the first year; and with 61% of those dropped not advancing beyond the tenderfoot class, there is every indication that something is fundamentally wrong, either with the program or leadership. Whatever it is should be ascertained and a remedy applied.

"It seems in order to reduce this annual heavy membership turnover and to increase the average length of Scout membership there should be in addition to the volunteer leadership an additional staff of expert, trained, technical leaders. These leaders in cooperation with Scout Masters could give special instruction to Scouts at their meetings once a week or once every two weeks."

Among the suggestions and questions relating to the work of the Girl Scouts are the following:

"In 1927 less than 5% of the girls of Scout age in Rochester were reached, and of this number 54% were new members and 36% for reasons dropped out during the same year. No doubt, a further analysis would show that the majority of those dropping out were younger girls."

"There are four major points relating to the Girl Scout program which should be carefully analyzed.

1st—Why does the Scout program not reach more girls?

2nd—Why does it not interest more girls above 14 years of age?

3rd—Why is there such a large annual membership turnover?

4th—Why do so many Scouts stay in the tenderfoot rank and so few reach the first class rank?

"A careful study of the program, its application and existing conditions, no doubt, would

show that the reason for the conditions could be traced, at least partially, to a lack of funds, a partially lacking program not entirely adapted to meet the needs and lack of technically trained troop leaders.

"These questions are brought out not in criticism of the local Girl Scout affairs, but more for the purpose of emphasizing the fact that with these conditions altered or remedied, the Girl Scout program would render even a greater service than it is today. No doubt these same conditions are faced by Scout officials in other cities and a local solution would 'show the way' for other communities."

The following comment on the recreation service provided by semi-public Chest-supported agencies is of special interest:

"An extensive, if not a major service, rendered through several of these agencies, is of a recreational nature. This service is varied, broad in scope and far-reaching in its influence, and is available to boys, girls, young men, young women and adults."

"With the ever increasing interest in play and recreation, the continued demand by the masses for recreational facilities and the enthusiastic support of governmental agencies in providing recreational areas and facilities, there can be little doubt that the time is approaching when the provision of these facilities by semi-public agencies will be reduced, if not discontinued, at least as a major part of their program. This does not necessarily indicate that these agencies will go out of existence, but rather points to the fact that a readjustment of service programs will be necessary. It readily can be seen where public funds are provided for the support of play and recreational activities that, where properly managed, a greater public service can be rendered. It is also true a duplication of service by semi-public agencies would be an additional cost to the taxpayer and an economic waste."

The studies of commercial recreation, private recreation and of industrial recreation are carried out in the same thorough going way as the other parts of the survey but without any especially new methods of approach.

Some of the additional interesting facts and figures which Mr. Raitt includes in his studies are as follows:

Child Injuries, Street Play and Playgrounds

In 1927, 753 children were injured and thirteen

were killed by automobiles in Rochester. Of this total:

- 68% were boys
- 70% were children under ten years of age
- 30% were children ten years to sixteen years of age
- 78% were pedestrians
- 22% were auto passengers
- 8% of injuries occurred in the limited district
- 17% of injuries occurred inside the one mile circle
- 75% of injuries occurred outside the one mile circle

The major number of injuries occur during the daytime from eleven to one at noon and from three to seven in the afternoon. At mid-day the peak is twelve noon and in the afternoon it is five.

These are periods when the children are out of school and are either going to or from school or are at play.

It is noted that seventy-five percent of the injuries occur outside the mile circle or in the residential section.

Comparison is made between 1926-1927 figures:

	1926	1927
Total killed.....	9	13, an increase of 44.4%
Total injured.....	644	753, an increase of 16.9%
Total complete.....	653	766, an increase of 17.3%

It is quite evident that child injuries are on the increase rather than decrease.

Home Play

With the cooperation of the directors on twenty municipal playgrounds, a study was made of family, home and leisure time conditions in the neighborhoods studied. An analysis of the data shows:

Number of playgrounds involved in study.....	20
Number of children questioned.....	2369
Number of families involved.....	2369
Average number of children per family.....	3
Percentage of families with automobiles.....	38%
The most prosperous neighborhoods have more automobiles.	
Percentage of homes with flower gardens.....	50%
The more prosperous neighborhoods have the highest ratio although the others show a good average.	
Percentage of homes with vegetable gardens.....	29%
There is a general drop in all neighborhoods, with the larger drop in the better section.	
Percentage of homes with play apparatus in yards..	12%
All sections are very low with the better section showing a greater provision.	
Percentage of homes with children's toys.....	64%
All sections show a better proportion with the prosperous sections in the lead.	
Percentage of homes with a piano.....	42%
All sections show a fair proportion, with the advantage in favor of the better sections.	
Percentage of homes with a victrola.....	65%
All section have over 50% with the poorer sections showing a larger ratio in several instances.	
Percentage of homes with a radio.....	28%
Here again the better sections show a far higher ratio with the very poor far down the list.	
Percentage of children able to swim.....	40%

All sections show a varying ratio with indications that those near swimming pools have the highest ratio.

Percentage of children belonging to some type of club or group..... 37%

All sections show a variable ratio.

Percentage of children going to one or more shows per week..... 87%

A large average attend from all sections, with but a slight advantage for the better sections.

Average number of shows attended per week per child..... 1.5%

Average number of times attending playground per child..... 4.5%

Here the poor sections show a larger ratio.

Percentage of children working after school hours.. 7.5%

The ratio is larger in the poorer sections.

Percentage of children working on Saturdays.... 12%

The ratio is larger in the less prosperous sections.

These figures indicate that of the families involved, two-thirds have no means of travel to parks or country other than by street cars, and shows need for nearby recreation facilities.

About nine-tenths have no play apparatus in their home yard due, no doubt, in many cases to lack of funds or space. This condition shows need of community playgrounds providing such facilities.

Over half have pianos or victrolas and slightly over one-quarter have radios. Such facilities aid materially in making the home more attractive to young folks during evening hours and make it possible to entertain friends.

Approximately ninety percent of the children attend over one show per week, showing that the movie is an important factor in community recreation.

The children questioned attend a public playground on an average of 4.5 times per week.

The children questioned do very little work after school or on Saturdays, there being from seven percent to twelve percent listed as doing any work.

It is quite evident that financial competence has much to do with provision for play and recreation facilities in the home.

A city-wide publicity campaign which would first arouse interest in home play and recreation and then demonstrate how some inexpensive facilities and equipment could be provided would, no doubt, do much to encourage a greater interest in the promotion of this phase of recreation in Rochester.

A study of the juvenile delinquency cases handled in the Rochester Court is reviewed, the facts are summarized as follows: "In the three sections of the city where juvenile disturbances arise the following facts stand out:

1. Home conditions are, in the main, unsatisfactory.
2. There is insufficient parental care of children.
3. There is every indication of lack of funds among many of the families with which to provide the necessities of life.
4. There is housing congestion, as well as density of population.
5. There is a dearth of play space for all ages of children.
6. There is practically no public provision for the recreation of the adolescent youth, particularly in the evenings.
7. In the daytime the children are forced to play in the streets and alleys.
8. In the evenings the youth and adults are forced to obtain their recreation in commercial recreation centers, the benefits of which, as a regular tonic, are seriously questioned.

"A careful analysis of the playground situation in the sections described shows there are only two areas where ball games can be played with safety. Thus the boys 13, 14 and 15 (the age forming majority of delinquency cases) are greatly restricted in participation in the vigorous activity so necessary at this age. Further observation shows lack of a constructive, year round play program on the playgrounds.

"Other agencies promoting and conducting play and recreation programs are doing a very good piece of work. They, too, have their problems, but owing to lack of facilities, are unable to make inroads on this problem except in their own immediate neighborhood.

"The school department is performing an excellent service through its boys' and girls' recreation clubs, but this is rather limited. The night school gymnasium and swimming classes are also serving the few.

"To be effective, the play and recreation program must soundly serve the masses."

The information concerning public recreation service in Rochester, summarized in the following tables, contains many facts of interest and to a degree provides a basis of comparing its facilities with those in other cities:

Public Recreation Facilities:

Parks (19 parks and 13 triangles)	1770 acres
Street Parkways (53) and 1178 streets with shade trees	
Playgrounds—(20 year round and 10 additional summer playgrounds)	45 acres
Athletic Fields (6 in parks)	47 acres
Swimming Pools (2 outdoor and 2 indoor plus 5 indoor in schools, not for public use)	
Lake Shore Bathing Beaches (2)	5770 lineal ft.
Bath houses with shower baths (2)	
Public Libraries (13 plus 9 sub-branches and 63 distributing stations)	
Municipal Museum	
Memorial Art Gallery	
Reynolds Library	

Summary Table Showing Facilities, Annual Expenditures and Uses:

Facility	No.	Uses	Expenditure (1927)
Parks	32	No record	\$448,746.65
Playgrounds	30	2,903,093	204,340.31
*Bathing Facilities	8	564,004	
**Public Libraries	13	1,759,534 (c)	324,713.39
Public Museum...	1	85,000	51,725.17
Art Gallery.....	1	103,342	Private funds
Reynolds Library.	1	44,744 (c)	Private funds

Summary of Pertinent Facts Bearing on Recreation in Rochester as of 1927:

Population of city, January 1, 1928.....	325,000
Area of city.....	21,726 acres
Area set aside for recreation.....	1,807.35 acres
Per cent of city area used for recreation..	8.35%
Population per acre of recreation area....	180
Total valuation of park and playground properties	\$7,238,259.28
Expenditure for recreation (parks, playgrounds and bathing centers).....	\$635,086.96
Expenditure per capita for recreation.....	2.01
Expenditure per acre per year for parks..	253.68
Expenditure per each individual use of play facilities	5.7 cents
The portion of the tax dollar allotted for parks and recreation in 1928 equals....	3.61%

*Schools not included.

**Only central and branch libraries are included in number; uses, circulation and expenditures include sub-branches and distributing stations.

(c) Circulation or books loaned.

Adult Education and Adult Recreation

Everywhere there is increased interest in adult education. Laws relating to adult education have been passed in quite a number of states in the last few years. Connecticut required that the state board of education establish a division of adult education and appoint an adult education director. Florida provided for the establishment of a public evening school, elementary and high of the school system, which shall be available to all residents who are unable to attend any public day school. All of the adult education legislation recognizes the increased leisure and tries to provide a more constructive way for its use.

It is important for recreation leaders to bear in mind that much of education is coming through the recreational use of music, drama, handcraft work, art work, in the evening recreation centers.

Storytelling as a Method of Directing the Reading of Children*

EDNA WHITEMAN,

Instructor in Storytelling, Carnegie Library School, Pittsburgh

The art of storytelling has come down through the centuries from ancient peoples. It is a heritage from the simple folk who neither wrote nor read, but who created and perpetuated some of the most enchanting and vital literature the world has ever known. From such an intimate setting as the chimney corner it has come into that modern one of public school, settlement house and public library. In the olden times family and neighborhood gatherings, grown-ups and children, alike in their unsophisticated point of view, crowded about the teller of tales. This primitive way of reproducing imaginative happenings which interpret life in child-like terms is still the most delightful one to children; and today they, though not their elders, come together from many families, nations and races to sit at the feet of the storyteller.

Because of the joy it gives storytelling is one of the most effective ways of quickening the powers of perception and of directing the interests of children. It is not strange then that the public library adopted it as an important activity in its work with children, and recognized in it an appealing and far-reaching method of presenting some of the great world literature to them. The story hour furnishes opportunity for the librarian to come into personal touch with many children through one effort. It is frequently the first step in the development of a taste for good reading, and an introduction to the possibilities of the library. The storyteller selects from literature the individual tales that will give the keenest enjoyment and extend the mental horizon by means of wholesome, vicarious experiences. These experiences with events worked out consecutively, in artistic form, supplement those of the children, which, for the most part are irrelevant and fragmentary; and the pleasure they afford is intensified when a group of children share them with one another. Listening to a story stimulates a desire to read that story, again and again, and

to read others of its kind and of different kinds. Thus fresh and delightful fields are opened to the imagination.

Storytelling is a means of introducing certain books and types of books to possible readers; but here wisdom is needed if one is to avoid being led astray, by too great zeal in this direction, from its larger purpose. A story told often leads directly to a book; but should one be told for which there is no book to be given out, still the children who hear it are benefited in no small degree. Although they have taken no books home under their arms, they have carried away a story in their hearts, to unfold there and lead—no one knows how far. And they will come back for more, and begin to feel a sense of ownership in the library, and will soon acquire the library habit.

There is no surer road to a child's heart than through the gateway of storytelling. This road leads to mutual understanding and comradeship between the librarian and the child. How pleasant to find that both enjoy the same things! Now they belong to the same fraternity. In the minds of the children confidence is established in the sympathy and judgment of their librarian.

As a method for securing publicity for the library the story hour has proved its effectiveness. Storytelling in the schools especially has resulted in children flocking to the library and to its formal story hours and, incidentally, it has awakened new interest on the part of teachers and parents. And children who hear the stories and are enthusiastic about them are usually even better advertisements for the story hours than the announcement posters in the library and school buildings.

Conducting Story Hours

An assembling of children according to age interest is desirable, as then stories can be selected more definitely to suit each group. Three divisions make an ideal arrangement, but two are more commonly used, and, because of limitations

*From *Children's Library Yearbook*, No. 1, published by the American Library Association.

of time and space sometimes children of all ages must be taken together. When there are three divisions the separation may be made as follows: children under the third grade; third and fourth grades; fifth grade and above. When there are two divisions children under the fourth grade, and those in the fourth grade and above may be grouped separately. Children of any age are usually admitted to story hours in which miscellaneous stories, not cycles, are told.

Weekly story hours are not a possibility in all libraries. Where such a limitation exists it is sometimes feasible to hold them regularly, but with longer intervals between, or to tell stories incidentally and to informal groups when opportunity is afforded to do so. Where groups are small, or where they are made up entirely of very young children, low benches or chairs may be used, and then an intimate atmosphere is created if the storyteller is seated. When such a degree of intimacy is not required by the size and personnel of groups, the storyteller gains more complete control of voice and body by standing. Chairs are more comfortable for the listeners than benches, although more difficult to keep in order for successive groups; and the ideal arrangement is that of a broad arc, with the teller in such a position that every child may see without effort the expressions of the face and the slightest gesture.

Selection of Stories

Because the spoken story has great power to sway emotions and make lasting impressions, a fine discrimination should be exercised in the selection of stories to tell. Subject matter of interest to children is requisite, but its treatment is of equal importance. The approach should be from the standpoint of children, and should present an attitude toward life which is within their comprehension, although the characters may be adults, children, animals, or inanimate objects. An introspective or a reminiscent point of view will render an otherwise appropriate story wholly unsuitable for children, as will also an underlying philosophy that is pessimistic, fatalistic, or ironical. Some fine pieces of writing, from a literary standpoint, must be eliminated for these reasons. It is to be remembered that children ever look forward, and naturally live their lives hopefully, expectantly, joyously, sincerely. While the moral principles involved must be true, they should not be obviously the purpose of the narrative. The

symbolic story for children old enough to find an intellectual enjoyment in unlocking the meaning of an allegory, may be made an occasional exception to this rule.

Humor and pathos. Humor should be wholesomely hearty and good-natured. Although it may be primitive and crude, it should not be coarse or farcical, nor should it display an adult cleverness of treatment and style that is over the heads of children, nor insult their dignity by laughing up the sleeve at their point of view. Pathos should go thus far and no farther. If urged to too great limits it repels the well balanced thought, and leads the too emotional one into sentimentality.

Construction. The construction of the story should have unity and directness; a logical development of events, with no serious digression, from the first statement of the problem or situation, up to the last turning point or climax; after which there should be a quick gathering of the threads into a satisfying close.

Fairy tales. The many kinds of stories may be roughly divided into two general types: the wonder tale, fairy tale or *märchen*, and the realistic or possible story. The wonder tale represents human experience as truly as does the realistic or possible one; often truth is even more deeply embodied in it, although it employs poetic terms and illumines all with "the light that never was on land or sea." In his *Moral Education of Children*, Felix Adler says of the *märchen*: "They have an authority of their own, not indeed that of literal truth, but one derived from their being types of certain feelings and longings which belong to children as such." Hamilton Mabie, in his introduction to *Fairy Tales Every Child Should Know*, voices a conviction with which the storyteller concurs, when he says: "These tales (folk tales) are the first outpourings of that spring of imagination whence flow the most illuminating, inspiring, refreshing and captivating thoughts and ideas about life. No philosophy is deeper than that which underlies these stories; no psychology is more important than that which finds its choicest illustration in them. The fairy tale belongs to the child and ought always to be within his reach, not only because it is his special literary form and his nature craves it, but because it is one of the most important of the textbooks offered to him in the school of life."

Realistic stories. The realistic story is also valuable. It counterbalances the marvelous

events of fairyland by interpreting life in terms of the actual or possible, and brings the lustre of art to everyday incidents. In both types, those stories should be avoided which are mere fanciful drivel, without underlying thought or message, those whose purpose is obviously to preach, or to teach ethics or manners, and those which are essentially informative. Other common types which are undesirable for storytelling are those for special occasions, like Thanksgiving and Easter, which are presented in inartistic fashion, and others whose charm depends chiefly on diction or elaborate detail.

Programs

A program for groups of children of miscellaneous ages usually is composed of two stories, and perhaps a poem, for each story hour. The two stories give as much variety of interest as possible; one may be of the wonder, and the other of the realistic type; one make the stronger appeal to the younger children of the group, and the other to the older ones; one may be short and the other long. When a third story is told it is customarily one that has been told before during the season, and is frequently a request, a favorite with some of the listeners.

Cycle Stories

Young children have especial need of storytelling, owing to their difficulties with the mechanical side of reading, which continually come between them and the full enjoyment of the tale. But older children should not be deprived entirely of the joy of hearing stories interpreted through the art of the storyteller, who selects and rearranges incidents from the great heroic tales and arouses enthusiasm for them in a way mere paper and ink cannot do. How favored are boys and girls of the secondary grades, and even of high school, whose library sets aside a story hour for them! High adventure and romance, as depicted in the world's great hero cycles, appeal particularly to the boy and girl of from nine to fifteen years of age whose natures are reaching out for expression in brave deeds. At this age interest is easily sustained from week to week, as the heroes and heroines are followed through the various stages of their adventures.

The cycles of the Iliad and the Odyssey, together with some of the short Greek hero myths, such as Jason, Perseus, and Herakles, may extend over a period of from twelve to sixteen weeks.

The Volsunga saga, that greatest of all variants of the tale of Sigurd's slaying of the dragon of darkness, may be given a background of some of the Norse myths, and cover from sixteen to eighteen story hours. Other splendid hero material is found in such tales as the Cuchulain saga, the great Celtic sun myth; legends of King Arthur and of Charlemagne and his peers; stories of Persian heroes, from Firdausi; and the merry and daring adventures of that well-loved English outlaw, Robin Hood. The cycles may be supplemented by miscellaneous stories, ballads, and poems.

Traditional literature gives evidence that storytellers of different generations have changed consciously and unconsciously, the tales that have been passed down to us by them. The storyteller of today feels privileged to make such adaptations as will perfect the form of the story, eliminate undesirable incidents or details, or even invent new scenes, mindful always to keep all in harmony with type and spirit of the original.

Story Reading

There is a place in the library for both storytelling and story reading. The more formal and impersonal method of reading is better applied in reading clubs than in story hours; for here may be brought together, in small circles, boys and girls of approximately the same mental development. Certain kinds of modern stories lend themselves to reading rather than to telling, because they are the work of individual writers, and the literary style constitutes a considerable part of their value and charm, while dramatic unity is often subordinate to style. But the "great monuments of literature which arose when the world was young," as G. Stanley Hall once referred to the märchen and other traditional tales, lose much vitality, spontaneity and intimacy if not given through the spoken word.

The Storyteller

In effect storytelling is perhaps the simplest of dramatic arts, yet each story offers almost unlimited opportunity for analysis and study. In each there is a series of mental pictures to be painted, scenes to be brought clearly before the mind's eye; action to be made vital; characters to be portrayed, although in the necessarily sketchy way possible to oral presentation; thoughts, emo-

(Continued on page 52)

A Pageant of Pioneer Iowa

VIRGINIA C. RINIKER

Grinnell, Iowa

When Horace Greeley first spoke the famous words, "Go West, young man, go West," and thus started J. B. Grinnell toward Iowa, he unwittingly suggested the first scene for one of the most striking community pageants presented recently in the middle west. The arrival of Grinnell and others who reached the Iowa prairies in covered wagons, the visit of John Brown, the founding of Grinnell College, and the coming of the "iron horse" were colorfully and dramatically portrayed by two hundred participants in *Pioneers of Progress*, a pageant written by Robert Y. Kerr and presented in Grinnell, Iowa, October 17-18 in celebration of the seventy-fifth anniversary of the founding of the city.

The pageant was given in the high school auditorium, making conventional settings necessary. A black drop curtain was used for the episodes which took place indoors, and two blue gauze curtains with conventional designs of prairie flowers and grass cut from oilcloth made an effective background for the outdoor scenes. Since gauze and oilcloth reflect the light unusually well, the effects of sunshine, twilight, and firelight were realistically portrayed. The make-up, when possible, was

copied from pictures of the original characters.

A prologue, eight episodes, and a dance interlude made up the pageant. The prologue consisted of two dances and a scene in which J. B. Grinnell, founder of the town, consults Horace Greeley in New York. The first dance, the *Prairie Flowers*, was done by high school girls, and the second, a dance of the prairie fire, by members of the College Physical Education Department. The effect of fire was obtained by costuming the dancers in red and orange draperies which they threw up and down with a quick motion in imitation of flames. The lighting for this scene was done with flood lights, spot lights—one of each on either side of the stage—and strip lights on the floor and in the fly gallery. Red and amber mediums were used alternately on the floods and spots.

The first episode was made up of two scenes, one in which the founders decided upon the site of the town, and a second showing the arrival of the first families. The latter was made realistic with a covered wagon and properties which were brought from the east by some of the first settlers. The second episode showed scenes taken from the founding of the college, and the third episode



A SCENE FROM THE "PIONEERS OF PROGRESS"



A BEAUTIFUL SCENIC EFFECT FROM "PIONEERS OF PROGRESS"

gave an interesting account of the underground railroad which had a station in Grinnell. The first scene of this episode was between John Brown and two children, and the second scene showed a typical home scene in the "sixties." One of the characters in this scene was a woman who had come to Grinnell in 1855 in a covered wagon and had been graduated from the college in 1865.

A husking bee and a scene in the Civil war period made up the fourth episode, and the fifth was a humorous sketch of an attempt to establish a saloon in Grinnell contrary to the town charter. The sixth episode, that of the first railroad train, was made interesting by bits of conversation taken from the diary of an early resident. The comments of his friends and neighbors upon the coming of the "iron horse," as well as upon the effects on the young people's morals of violin playing in the church, were quoted. The seventh episode contained an interesting incident which occurred at the time peace was declared in 1865. The scene was that of a rhetoric class in the college at which each student recited an original oration. One member of the class was late and came in flushed and excited. Before he was called upon to recite, he wrote something hurriedly, and when his turn came, he arose importantly and recited a poem in which he announced that Richmond had fallen and

the war was over. He had just come from the post office, where the news had been received by stage a few minutes earlier. The final episode showed the faculty of the college receiving the first president.

The dance interlude, just before the finale, symbolized the triumph of the Spirit of Grinnell over the cyclone that destroyed most of the town and college in 1882. The lighting and music for this were especially appropriate and effective.

The finale was a statue of Grinnell, representing the past and present influences that have made for the development of the town as well as those of the future. In front of this statue all the members of the cast passed in groups. This whole scene was behind gauze curtains so that the effect was like that of a cinema.

The production of the pageant called for the co-operation of the entire community; college professors, professional men, business women and students all worked together for the success of the project. Clara Julia Andersen, director of physical education for women in Grinnell College, directed the production, which was staged under the direction of Sara Sherman Pryor, director of dramatics. The music was arranged and furnished by the college orchestra.

A large audience viewed the pageant.

Summer Play Schools

Lucy Retting, Director of Summer Play Schools Committee of the Child Study Association of America, writes of the summer play schools organized by the Association in New York City with the help of the Board of Education and other municipal agencies, for children of elementary school age who are cared for from nine in the morning until four or five in the afternoon on five days of the week during July and August.

"The children are registered for the whole season, after a preliminary medical examination, and recommendations made for remedial or preventive work are carried out as far as possible before school opens in the fall. Hot luncheons, afternoon milk service and mid-day rest periods contribute to social training and companionship and provide natural situations in which to set up desirable health habits. A well balanced program of workshop and handcraft, music, dancing, dramatics, home making, nature work, swimming and games activities are supplemented by trips to dairies, factories and other points of community interest. Outings and picnics add to opportunities for keeping the children out of doors as much as possible."

One of the most significant features of the program is described by Miss Retting as follows: "It is interesting to see how much of the nature lore that is such a rich part of the camper's life, can be worked into city programs. Toward this in New York City, the School Nature League has given a great deal of help. Birds, fishes, turtles, snakes, even a small crocodile, plants and minerals furnish the nature rooms that are a part of every center. Biology is not without its natural illustrations. I was greeted one day by an excited little group of eight year old editors. 'Extra! Extra! All About the Guppy Family!' It seems that Mrs. Guppy had presented the school with twenty—or was it forty?—little new Guppies, an occasion for an extra edition of the school newspaper."

"Gardens flourished in back yards, and even the four and five year olds cooperated in raising many a radish or head of lettuce in plots bounded on all sides by tall rows of tenements. One school took fifty of its children daily to the outskirts of New York City, where tents provided shelter, a small pool became a swimming-hole, and there was space for real farming. Best of all, a patch of woods allowed the planning and marking out of a winding nature trail."

The Covered Wagon Centennial

On April 10, 1830, the first covered wagon train left St. Louis, bound for the Rockies over the Oregon Trail route, and on December 29, 1830, Ezra Meeker, a pioneer whose name is a household word in our land, was born. The Oregon Trail Memorial Association which he founded has sponsored the movement to observe the period from April 10th to December 29th of this year as the Covered Wagon Centennial, to recall, in the words of President Hoover's proclamation, "the national significance of this centenary of the great westward tide which established American civilization across the continent."

Dr. Howard R. Driggs, President of the Oregon Trail Memorial Association, says of the movement, "Ezra Meeker has passed away, but he has bequeathed to us a cause that must not die. What is that cause? Outwardly it is the marking and monumenting of a famous old trail. Inwardly it means the saving in vibrant and truthful forms of the Oregon Trail migration in the story of America's making—a stirring part of our history in which every American—East, West, North and South, has a vital and an abiding interest."

Every national organization is being asked to join in paying tribute to these builders of our nation. Plans have been complete for the co-operation of the public schools of the nation through the National Education Association. The Boy Scouts, Girl Scouts and historical societies will sponsor observations of various kinds, the Boy Scouts making a trek to Independence Rock.

The Playground and Recreation Association is taking part in the celebration by issuing a simple pageant for school and playground use entitled "The Road to Oregon." Price 25 cents.

The Oregon Memorial Trail Association has issued a booklet entitled *America's Historical Opportunity*, by Dr. Driggs, copies of the President's Proclamation, maps of the country showing the Oregon Trail and other material regarding the celebration which may be secured on request by anyone interested. The address of the Association is 95 Madison Avenue, New York City.

The National Highways Association, Washington, D. C., has prepared an interesting map showing how closely the roads over which automobiles whiz today parallel the old overland trails.

April 1811-1812. Great herds of buffalo, elk, & deer were seen in the mountains of the Rocky Mountains. The first wagon train was sent from St. Louis to the Pacific Ocean in 1811. The first wagon train was sent from St. Louis to the Pacific Ocean in 1811.



W.H. 1930

THE COVERED WAGON CENTENNIAL

A County Mandolin Orchestra

An innovation in the application of the mandolin orchestra idea to public school music was inaugurated during the season of 1928-1929 in Fulton County, Georgia. This innovation took the form of the Fulton Mandolin Orchestra, a composite organization made up of units from schools all over the county which is bringing the children from the different schools together in a spirit of cooperation instead of rivalry. The orchestra was organized and conducted by William B. Griffith of the Griffith School of Music, a prominent local fretted instrument teacher.

The project was first presented by Mr. Griffith before a meeting of principals of the Fulton county schools. Mr. Griffith conducted at the demonstration a group of children of school age and similar in background to those who would comprise the mandolin orchestra. When the proposal was put to a vote by the principals the decision was an affirmative one.

The plan was then presented to the parents and teachers council and a demonstration given before that body which was enthusiastic over the plan. The next step was the calling of a meeting at the Fulton County high school auditorium of the children who felt they wanted to belong to such an organization. One hundred and forty pupils attended the meeting and each filled out an application blank reading as follows:

Name
 Address
 Phone No.
 School Grade
 Parent's Name
 Bus. Address
 Have you a fretted instrument?.....
 If so, give name.....
 Check instrument you prefer:
 () Mandolin
 () Mando-cello
 () Mandola
 () Guitar
 () Tenor guitar
 () Tenor banjo
 () Mando-bass

These replies provided the necessary information for mapping out a schedule of classes in the schools the children represented. Where a large number of pupils applied from any one school a lesson period was arranged for that school. When only a few applied from a school, arrangements were made for these pupils to have lessons at the most central school in the district, as all of

the teaching was done after school hours.

A fee of fifty cents a week was charged each child registered. Those who did not have instruments were supplied with them by Mr. Griffith, who acted as agent for one of the manufacturers and sold the instruments to the pupils at a special price. In some cases the pupils were allowed to pay by weekly installments. The instruction material used consisted of Weidt's Elementary Studies. When the pupils had learned three pieces from Weidt's book No. 2, Mr. Griffith called a rehearsal at the Fulton County School and arranged to have the children play for the County Parent-Teacher Association council. So favorable was the impression made that permission was obtained for the first time for lessons to be given during school hours. A system for holding a composite rehearsal for all the units was later inaugurated by the director. This was held each Monday at the Fulton County High School. No pupil whose school work was not satisfactory was allowed to play in the orchestra and any child missing three rehearsals without satisfactory excuse was suspended. The orchestra has made a number of public appearances, having played first at the convention of the National Education Association.

Note: A pamphlet entitled *A County Mandolin Orchestra*, which gives the history of this group, may be secured from the National Bureau for the Advancement of Music, 45 West 45th Street, New York City.

The Wise Use of Leisure

The president of the National Education Association, Miss E. Ruth Pyrtle, announces a nationwide movement for the wise use of leisure which, according to the Journal of the National Education Association, "may prove to be the greatest enterprise on which the Association has so far embarked." The movement is headed by the National Commission on the Wise Use of Leisure composed of the members of the executive committee of the N. E. A., Department of Adult Education and twenty-five other individuals. Plans for the promotion of the movement include a consideration of the subject in convention programs and study groups, in research, in courses in high schools and colleges and in a series of articles in the Journal of the National Education Association.

Are We Becoming Musically Mute?

KENNETH S. CLARK,

Assistant Secretary National Music Week Committee

There is no occasion for "viewing with alarm" the future of man-made music in America. It can scarcely become true that we shall be a nation of musical robots. Personal reaction to the stimulus of music is too much an inescapable human instinct for any such catastrophe to happen. Dr. Harry Emerson Fosdick made reference to the matter in a recent sermon in which he said: "I heard a musician the other day speaking about the possible fortunes of music in this new mechanical generation. He was not at all discouraged. He said the more mechanized our lives become the more music will come into its own. Hurried and harried and standardized and mechanized, men will turn to music, an oasis of refreshment, a wayside fountain where they may slake their thirst for beauty, a kind of house of God and a gate of heaven."

Are We Becoming "Bleacherites" in Music?

It is true, nevertheless, that many of our people show a tendency toward allowing a great part of their musical instinct to become atrophied from disuse. If certain of the present trends are not checked, we are likely to retrograde from the advanced position our country has taken with regard to forwarding the democratizing of music. Sigmund Spaeth has summed up that position in his phrase, "the common sense of music," by which he means that each of us has an instinct not only for hearing music but for performing it.

Unfortunately, the very desirable mechanical devices for our hearing of music have caused too many of us to "let George do it" for us with regard to the performance of music. To that extent we are becoming a nation of "bleacherites," in music as in other forms of recreation. A certain degree of spectatorship in music is essential, as there must always be an audience for any performance. Such listening to music should increase and it *is* increasing. However, it has not fully served its purpose unless in a large number of cases it leads to active participation in music.

One can not but feel that the person who has no outlet for self-expression in the arts has failed to assure for himself an adequately enriched life.

The necessity for such life enrichment through music and the other arts is all the more evident in the face of the standardization which present conditions are imposing upon our existence. We must not, however, blame the mechanistic conditions of modern life for all of these symptoms of "bleacheritis." In the America of today the exercising of the instinct for music is not as simple a matter as it was in olden days when the shepherd played his pipe on the hillside. The modern American must have an environment conducive to music-making and, as music is not a game of solitaire, he must from time to time have an opportunity to perform music with his fellows. In other words, it is our present community life which is to blame for much of this thwarting of our musical instincts. We do not provide, in that life, enough facilities for spontaneous music-making.

The Wastage in Training

The work which our progressive public schools are doing today in developing the musical aptitudes of children is unequaled. Nevertheless, we allow much of that school music training to go to waste because of a very definite gap in our social life. That gap is the hiatus between such training and a permanent functioning of it among adult groups. In other words, when the musically trained young person graduates from school he frequently finds himself "all dressed up and no place to go" in the matter of making any practical use of that training as an adult. We need not be reminded that vocational openings in certain fields of music are becoming more limited. However, the public school music work is not primarily intended as vocational training, though it does prove to be in the case of many young people. It is a training for living rather than specifically for work. Inasmuch as there are as yet so relatively few group activities in our community life in which these young talents may find an outlet, there is undoubtedly an unhappy wastage of such training. John Erskine is entirely right when he says that too many young people, upon graduation from school, go through "the great American ritual of dropping their music."

What would the great god "Efficiency" approve as a check to this wastage? Manifestly, a stopping of the gap in such a way as to preserve the continuity of music-making from youth to adult life. In other words, we should conserve those assets by enlisting the school or college graduate in musical activities wherein such enthusiasms will thrive. This means in part the setting up of new activities which will reach those in their late 'teens and early twenties and will carry over into their later years. It also means the immediate enrolling of certain of the young people in existing adult groups in which their talents entitle them to membership. Finally, the plan also calls for lining up the older people either through new activities or through existing ones.

An Opportunity for Adults

Here is a field of adult education which is largely untitled but which should be a very fruitful one. Signs of such productivity are the success of various people's choruses, especially those which offer training in sight singing. Again, in the instrumental world, the new, improved methods of group teaching have been proved to be efficacious with adults as well as with children. An instance of such adaptability is furnished by the successful adult classes in the piano which have been instituted by the Boston Public Library.

It seems fortunate that National Music Week, which has been a stimulus to so much musical enterprise, is to be, through its celebration on May 4-10, a medium for this linking up of school music training with a functioning of that training in adult life. This seventh annual observance is to be the immediate objective for the starting of new or the development of existing activities which will carry over as fixtures in the community life. As noted, the formation of more junior clubs or groups for those of post-school age is one of the recommendations. This idea has already been introduced in the male chorus world by the Associated Glee Clubs of America with their suggestion of junior glee clubs as feeders for the adult male choruses. The alignment of former college glee club members with adult choruses in the towns where they settle after graduation is another means of bridging this gap among the vocally talented.

In the instrumental field there exists the prob-

lem of what to do with the hundreds of young people who are being trained in the highly developed school orchestras and bands. One solution to the problem of the orchestral players is the fostering of community orchestras and of municipal symphonies in which they may play their part. As to the young bandsmen, if they go into industrial work they may find their place in one of the industrial bands—a rapidly growing field. Or perhaps a lodge band may be their musical outlet in social life.

Home Music Must Come Into Its Own

Irrespective, however, of this larger group activity, the situation will not be entirely relieved until home music comes again into its own. For the decline of family music-making we can not entirely blame either machine-made music or the distractions of modern life. The parents themselves are to a great extent responsible. Fortunately, the interest of the parents in the school music work of their children is today creating a condition most auspicious for a renaissance of home music. With the mother's reawakened musical activity and with the father's newly created enthusiasm for music, there is set up a very happy relationship for linking the two generations in spontaneous family music. In this we may include not only the standard vocal music and the chamber music in which the young school instrumentalists will perform with their parents, but the more informal light music of the day in the composition of which America certainly leads the world. In all of this home music the household's piano plays an essential role, and in these days we too greatly overlook the value of the piano as a social center in the home, thinking of it solely as an instrument of the concert hall or the musical salon. It is no less popular than before as a rallying place for those fond of music as a form of social relaxation. There are some moods in family life in which concentration necessary for the enjoyment of a "Moonlight" Sonata is present, but there are other moods for which the close-harmony singing of some favorite song is exactly the thing needed.

In other words, the well-rounded person is the one who enjoys all kinds of attractive music—each in its place. It is upon this sane basis that our future development of home and community music will successfully give America its voice.

A Question on Home Play Answered

Question: Has the P. R. A. A. formulated any statement on backyard playgrounds? Does it recommend that each playground be fenced off separately or that the backyards within a block be more or less thrown together for common use? What play equipment is recommended for backyard playgrounds? Should they have nicely kept lawns? In backyards how far is it advisable to sacrifice esthetic training to the creative instincts of the children?

Answer: The P. R. A. A. has published considerable material in reference to backyard playgrounds with special reference to activities and equipment, but it has not formulated any statement covering some of the questions which you have raised. The following statements and suggestions, however, may be helpful.

A bulletin issued by the P. R. A. A. entitled "Home Playground and Indoor Playroom" contains the following statements relating to backyards:

"The home yard is of course the natural playground for all young children and a family that is fortunate enough to have space for such a playground should make the most of it. Doubtless there are other necessary uses of the yard besides the play of children but there is no other that is more important. There should be considerable space which is suitable for them to romp in, and there should be provision for their games. The size of this play space naturally determines the equipment which will be appropriate.

"The yard should contain trees, if possible, for their beauty and shade. They will provide opportunities for swings, tree houses, and climbing, and the birds that gather in them will add to the attractiveness of the playground. There should always be some flowers and if space permits, small plots for each child in which he may raise flowers or vegetables as he chooses. These little individual gardens will provide useful employment and will be of educational value to the child. They will develop a pride in achievement as well."

Local conditions are a big factor in deciding whether or not it is advisable to combine several backyards in order to make a common playground. In a community of single family houses, especially if the community is reasonably served by school or municipal playgrounds, there is no need of common backyard areas. It seems preferable that the small children play in their own backyards;

and it does not seem necessary that there be a side fence between adjoining yards if by omitting the fence there would be more room for the children to engage in play activities without disturbance to the neighbors.

If school or city playgrounds are not provided in the neighborhood and if the several neighbors are friendly, it might be advisable for them to join in developing their backyards as a common play area. This has been done in several instances, and its success depends largely upon the neighborliness of the families and a certain amount of indirect supervision of the children at play.

Little progress has been made in very large cities in establishing backyard playgrounds through combining several yards, although a few efforts have been made in this direction in New York by the Backyards Playground Association. The difficulty would seem to be that of securing permission of the respective owners to allow the yards to be used in this way.

There is probably little value in having such interior block playgrounds except in large cities where there is an inadequate city playground service. If a live recreation department should organize a campaign to encourage the establishment of such centers in crowded districts where they are needed and should offer to provide leadership, advice with reference to equipment, etc., the results would be very worth while. For the most part, however, the backyard ought to be a part of the home and should be a place which the individual family can utilize and enjoy according to its own inclinations.

In Sunnyside, Long Island, and other large housing developments, there is doubtless much to be gained by having a common interior court that is landscaped and available in a limited way for the recreation of the people. Even in Sunnyside, however, each family has a small individual backyard which it can use with restrictions.

Naturally the amount and types of apparatus and game equipment that should be installed on a backyard playground depend considerably upon the size of the yard, the ages of the children to be served, and possibly other factors such as the kind of neighborhood and available playgrounds in the vicinity. However, the apparatus or equipment recommended for backyard playgrounds includes the following: sand box, swing, see-saw,

slide, horizontal bar, horizontal ladder, backyard gymnasium, jumping standards and pit, fireplace, playhouse, and courts for hand-ball, quoits, horseshoes, croquet, paddle tennis, clock golf, volley ball, basketball, bean bag, and other games, also a net for golf driving practice.

Without doubt backyards should have as much area in lawn as possible. Since they are largely used for play by young children, grass can often be maintained even on the play areas. Naturally, under play apparatus around the sand box and under the trees, a good lawn cannot be maintained, but an effort should be made to grow grass wherever possible. In a play area formed by combining a number of backyards, there should probably be a section in gravel for the apparatus and where the area is intensively used.

It is believed that an effort should be made to secure a happy medium between the esthetic appearance of the backyard and the opportunity for developing the creative instincts. The appearance, especially with reference to grass, flowers and shrubs, has a decided influence upon the children and also upon their play; and, furthermore, the neighbors must be given some consideration. On the other hand, in backyards, especially deep ones, there is no reason why a section could not be set aside for the sort of the free play of which Joseph Lee approves so heartily and in which neatness has no part. High hedges would do much to shut off this part of the yard both from the view of the neighbors and from the rest of the yard; sometimes a garage might help to screen it. The space required for building a shanty is small, especially when compared with that required for the other games and activities of interest to older boys, and, where possible, they should have an opportunity for this type of play. In cities where the backyards are small or in large housing developments it is not going to be possible to provide much opportunity for this sort of play. On the other hand, opportunity should be offered in play or work rooms for boys to have a substitute.

You may be interested to know that one backyard known to us, which is approximately 40 ft. deep and 50 ft. wide, is divided about equally into three sections. Along one side there is a garden, which was originally largely in vegetables but which is now practically entirely a flower garden. The center section is in lawn but is freely used for play. Along the other side there is a large tree which, although it prevents a good growth of grass, provides shelter for a sand box, a play-

house, and a support for a swing. A number of children play in the yard but they are practically all under seven years old. Nevertheless, there has been no difficulty at all in keeping up the flowers either in the side garden or in the rock garden along the rear. Naturally the yard does not permit of games such as volley ball, dodge ball, etc., even if the children were large enough to want to play this type of game.

In another neighborhood seven families joined in the play activities in some of the backyards, but the backyards themselves were not actually thrown together to make a playground. One of the yards, which was 175 feet in depth, was equipped with a small sand box, a large bench and an outdoor fireplace, the last two proving a great attraction to the men in the neighborhood. One or two sections of the fence separating this yard from the adjoining one were removed thus making the yards readily accessible but preserving a degree of privacy for each. In a tree in the adjoining yard a platform was built and a large sand box, a set of back yard apparatus and a play house were installed. There were a number of shrubs and a few trees in the backyards which helped to make them attractive even though the children were allowed considerable leeway for their playthings about the yard.

On one of the lots on the adjoining street, but not directly abutting the property mentioned, a horseshoe court was installed. There was a great deal of free space in the abutting yards on the rear and no fences between the lots so there was considerable area available for running games.

Such an arrangement as has been described shows the possibility of cooperation between neighbors in providing play facilities which can be jointly used. A plan of this kind makes possible a greater variety of equipment and facilities than would be possible in any single yard and still insures a degree of privacy for each family.

"There are two important things to be considered in planning leisure. One is a certain amount of time for a child to do the things that interest him deeply and for which he can plan himself, or do spontaneously what seems good to him. The other is, that some time should go to stimulating and deepening spiritual values."—*Ethel H. Bliss.*

boy



AN

Glimpses into Backyard Playgrounds

A yard full of airplanes was the contribution of one Youngstown, Ohio, resident to the backyard playground contest in that city. Each airplane, about thirty inches long, was made of very thin boards and constructed to represent various models and makes of airplanes. No detail, from cabin to propeller, was omitted. The planes were loaned to boys of the neighborhood and flights were made from the backyard airport.



A BACKYARD AIRPORT

A growing interest was manifested last year in the pool as a valuable asset to the backyard playground. Several pools have been built in Youngstown to be used as lily ponds after the children grow up. Others are large enough for outdoor bathing for adults. One family watched two sickly children become healthy and vigorous after a summer in a small wading pool. A pool made by a local baker in his spare time was a show place all summer in its beautiful setting of rocks and vines. A fountain and bird bath ornamented the front, while the pool lay partly in the shade of a grape arbor. The pool, six feet by twelve feet, and capable of holding two feet of water, was built above the level of the ground.

playground. Altogether there were about twenty devices for play on this playground all made by Mr. Sweitzer during his spare hours. The fame of this playground has grown so rapidly that 170 different children from ninety families made use of the equipment.

Another resident of Youngstown, a laborer in the mills, demonstrated what could be done at a minimum of expense. He built a frame for a tent eight feet high of half inch pipe which he bought at a scrap yard at practically his own price. For his trapeze and swings he set three upright posts of three-inch pipe in concrete, which held a long horizontal pipe. With a slide and see-saw, he had a very substantial playground at slight cost.

The interest in the campaign spread to the suburbs, where one Italian laborer built a model playground on his small village lot. In addition to the usual features of a pool, a sand box and see-saw, he built an interesting platform with a railing on either side, underneath which hung two swings. The children mounted the platform by steps at one end and left at the opposite end by a good slide.

"In insisting that children's leisure time needs planning we may be in danger of seeming to put too much emphasis on the side of activity. For five days a week most children's waking hours are scheduled to the split second—so many minutes to get to school, so many "periods" a day, so much time for after school music lessons, or play groups, and so home to dinner, study and bed at set times. They need Saturday and Sunday for freedom. They need even day dreaming; they need letting alone in order to discover the world in their own terms."—Zilpha Carruthers Franklin.

The entire premises at the home of one of the city's merchants are given over to the children. A high hedge surrounds the lot. Garden and flower pots are planted for the children and the various berries and small fruit trees grown for their use. A pool, a cabin, and a long slide for winter are some of the unusual features of this playground.

A railroad trainman with a family of seven boys determined to produce the ideal backyard



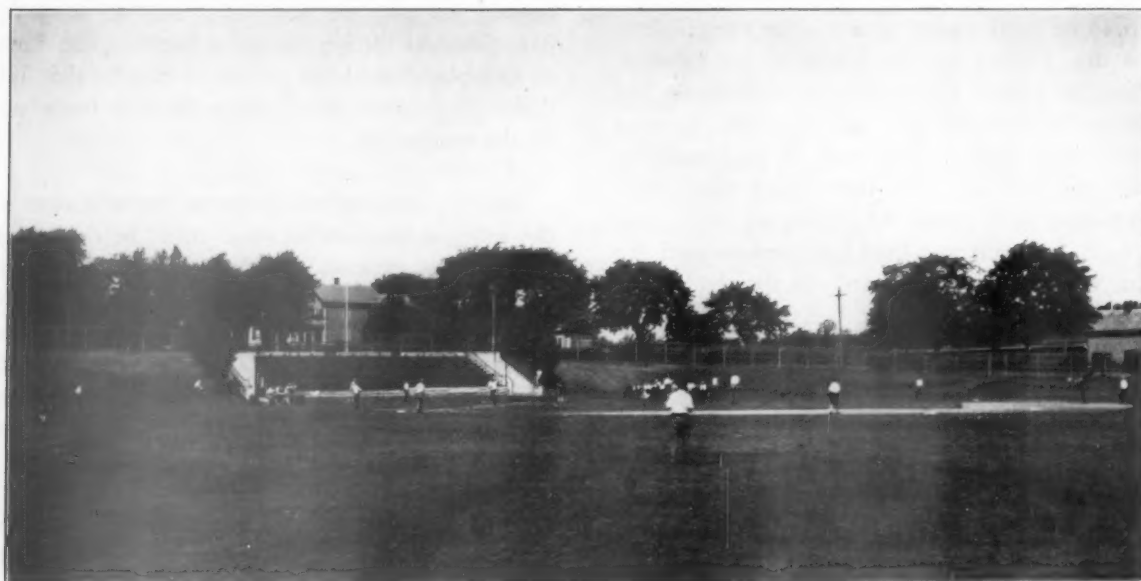
AN INTERESTING PIECE OF BACKYARD AND PLAYGROUND EQUIPMENT

The Francis William Bird Memorial Park

East Walpole, Massachusetts, has a park of approximately ten acres built and endowed by Charles S. Bird in memory of his son, Francis William Bird, and dedicated to the people of East Walpole. In addition to the main park, there is an athletic field, which has also been given by Mr. Bird, the field being kept separate from the main part so as to concentrate athletic activities at one particular location. Playground activities are conducted each summer under the leadership of trained directors. There are nine tennis courts, three of which are reserved for the use of a local

tennis club, the other six being used by the public at large under certain regulations. During the summer band concerts are held at the community park.

Activities are carried on under the administration of a general committee whose members are made responsible for individual activities. There are the following committees, the chairman of each serving on the general committee—Music, Horticulture, Athletics, Playgrounds, Tennis and Swimming. (See pages 2 and 20 for additional photographs.)



THE ATHLETIC FIELD, FRANCIS WILLIAM BIRD PARK

Nature Schools in 1930

The Nature Guide School of the School of Education, Western Reserve University, Cleveland, Ohio, will hold its 1930 session at Western Reserve Academy, Hudson, Ohio, from June 21st to August 1st. Dr. William G. Vinal will be director of the school which is conducted for the professional training of teachers who wish to enrich their program, of playground leaders, of Scout and Campfire naturalists, nature counsellors for summer camps, community and park nature guides, parents and nature hobbyists. Further information may be secured from the registrar,

School of Education, 2060 Stearns Road, Cleveland, Ohio.

The Allegany School of Natural History conducted by the Buffalo Society of Natural Sciences in cooperation with the New York State Museum and affiliated with the University of Buffalo, will hold its fourth season from July 5th to August 23rd in the Allegany State Park, Quaker Bridge, New York. Dr. Robert E. Coker of the University of North Carolina will serve as director, inquiries to be addressed to Dr. Coker, Box 950, Chapel Hill, North Carolina.

Activities for Girls in Cleveland Heights

The Recreation Department of Cleveland Heights, Ohio, has organized a club which has been very successful in holding the interest of girls from 14 to 16 years of age. The club had its beginning in a play leaders' club of junior high school girls, led by one of the teachers during the winter. With the coming of good weather this was reorganized into an outing club. Certain requirements for membership and for honors must be passed before a girl is eligible to wear the emblem of the club. The members help on the playgrounds, lead hikes and assist with handcraft classes, pageants and similar activities.

The program of the outing club includes hikes and exploring expeditions which are conducted as follows:

The hikers assemble at their own playground, drive out into the country in trucks and have lunch. The hikes are made more interesting by the introduction of camp craft, Indian lore and trail blazing. There is a story hour and special events and games are a part of the program.

Hiking club meetings are held from 3 to 5 p. m. on the playgrounds for girls 11 years old and over. The program consists of a business meeting, of highly organized games, stunts and athletics and dramatics.

Requirements for Outing Club Emblem

The requirements for the Outing Club emblem include the following:

Four all-day hikes with the playground girls
Participation in three inter-playground games
(includes two practices before each game)

The learning of two folk dances on the playground

Stunt athletics passed off in form

Window jump, 2 ft. 2 in. x 4 ft. 10 in.

Running high broad jump, 8 feet

Scissors jump, 3 feet

Athletic high jump, 2 ft. 6 in.

Running

Base running, 30 feet base, 8 seconds

Over the middle, 30 feet, 1½ seconds

Throwing

Back under the legs, 30 feet

Under leg, 25 feet

Basketball throw and catch, 15 feet

Squat, 8 feet

Under arm, 25 feet

Back side, 20 feet

Stunts—Choice of many

Swimming—The girls are asked to pass off in regular swimming period of playground group all tests for "turtle" emblem.

Stunt Athletics

Among the stunt athletics suggested are:

Window jumping

Hit pin baseball

51 or Bust

Bound Ball

Drive ball

Floor Baseball

Block horseshoe

Kick the stick

Stealing sticks

Spiderweb basketball

The directions for a few of these events follow:

Window Jumping

Equipment.—The window is formed of two jump standards and two ropes, poles or sticks. The jump standards form the sides of the window. The ropes, poles or standards form the top and bottom. These should be placed at the back of the standards. Begin the event with a very large window, and when the form of the jump is perfected, gradually decrease the window area by bringing the sides and the top and bottom of the window closer together.

Bound Ball

The field consists of a regulation volley ball court; the equipment, a net (across center line—top of net 6 feet high). The object of the game is to make 21 points by successful relays over the net.

Rules for the Game.—There are six players on a team. The ball is served by bouncing it once and then guiding it over the net to the other side. The server, who must have one foot on end line when ball leaves hand, has two trials to get the ball over the net unless the first serve is relayed (touched by another player of his team). The server continues to serve until his side is out by making a foul play. Each player takes turns at serving.

Scoring.—Only the serving side scores. Each foul counts 1 point. After 11 points have been scored the teams exchange courts. Twenty-one points is the game.

Fouls

1. To touch ball with any part of body other than the open palm of the hand
2. To step over end line with both feet while serving ball
3. To allow ball to bounce more than once between each play

4. Return ball over net on a fly hit—or make a pass to another player from a fly hit
5. Playing ball 2 times in succession
6. A "serve" touching the net
7. Hitting the ball out of bounds
8. Player touching the net at any time

Drive Ball

The court is fifty feet long and twenty-five feet wide with a dividing line in the middle at the center of which is a circle. The twenty-five foot boundary line at either end represents the goal line.

The players—any number may take part—are divided into two equal teams, one on each side of the dividing line. The object of the game, which is played with a volley ball, is to hit the ball over the opposing team's goal line.

Rules.—The ball is put in play by being placed in the circle between a player from each side who comes forward. At a signal from the umpire, each player hits the ball with his fist. The ball is thereafter kept moving rapidly back and forth from one court to the other, always being hit with the fist. Whenever a goal is made, the ball is again started from the center by two different players.

If the ball goes over the side lines, it is taken out at the point where it crossed the line, by the team who did not hit it out. It is put in play again by being hit in, to a player on the same side—a goal may not be made from that position.

Fouls.—It is a foul to

1. Kick the ball
2. Hold the ball with two hands
3. Hit the ball in any way except with the closed fist
4. Cross the dividing line

The penalty for any foul is a free hit for goal for the opposing team. The ball is taken outside the court at the middle line, bounced and hit toward the goal line.

Score.—Whenever a ball crosses the goal line, it scores one point for the opposing side. The game may be played for time or for points.

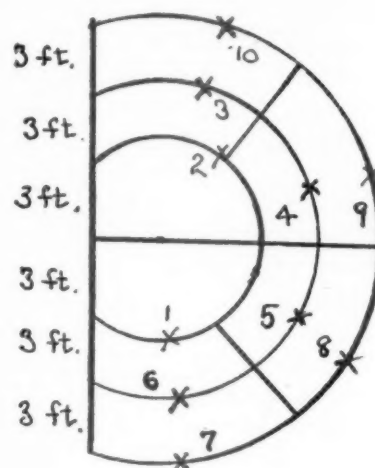
Spider Web Basket Ball

1. Free throwing
 - (a) Greatest number of successive baskets
 - (b) Greatest number in ten trials
2. Spider Web Basket Ball

The thrower stands on the middle of the rear line of each space.

The purpose of the game is, (a) to determine the number of throws necessary to make a basket

from each of the ten spaces, and (b) the number of baskets, throwing once for each space.



Block Horse Shoe

The equipment consists of two holes about 8 inches in diameter, 10 feet or more apart, according to the ability of players. Each of the two players has two wooden blocks or stones.

Rules.—The game is played much in the same way as horse shoes. The player stands behind one hole and throws his blocks in succession in an effort to get them into the other hole. The next player takes his turn by throwing his blocks at the same hole. After each round the players take their scores as follows:

In the hole—5

Touching or leaning in the edge—3

Nearest block to hole—1 (if one player has 2 blocks nearest the hole, each of the blocks scores one point)

A block landing on top of another cancels the covered block

Final location of block counts as the scoring position

The game may be played with one hole and a throwing line instead of two holes. In place of the holes, nine-inch circles may be outlined with water or may be scratched. Boards, nine inches square, may be used in place of holes.

Fifty-one or Bust

The equipment consists of a horizontal ladder, and a volley ball or basket ball. Beginning at the left end, number each rung of the ladder consecutively from one up, placing the number in the center of the side rung. Do the same beginning with number one from the right end. Numbers

(Continued on page 52)

A Playground Club for Girls

The Board of Public Recreation of Tampa, Florida, has devised a merit point system for girls which operates through the Girls' Playground Club.

The girls are divided into the following classifications:

- A. Midgets—Girls who will not be twelve until after January 1, 1930.
- B. Juniors—Girls above Midget classifications who will not be fifteen until after January 1, 1930.
- C. Seniors—Girls above Junior classification.

Club Organization

The Playground Club has regularly elected officers consisting of a President, Vice-President and Secretary who are chosen every three months. Committees are appointed by the supervisor to take charge of the various activities. The club meets every week, each playground determining the day on which it wishes to hold its meeting.

In organizing the club a mass meeting was held which was attended by Midgets, Juniors and Seniors. At this general meeting the summer program was discussed and the plans for the summer outlined. At the next meeting the election of officers was taken up.

The following suggestions were issued by the Department:

The club meetings should be made formal in order to impress the girls that it is important. Demand attention at all times during the meeting.

Allow the club officers to take charge of the meeting assisted by the supervisor.

Plan a program in advance, for each meeting, with your program committee in order to stimulate interest and give the girls something to anticipate.

Plan a social or special outing monthly.

Keep the girls posted as to their records and points earned.

Advertise all club meetings well and have a definite time each week for the meetings.

Awards

At least 400 points or 500 points for letter must be earned within a nine-month period—from September 1st through May—in order to carry over into summer program points toward letter. To those who earned 500 points will be given the privilege of carrying over points toward their bars if at least seventy-five points have been earned.

A—There shall be standard certificates awarded girls making the playground teams in the various sports.

B—Playground letters will be awarded in May to Club member having 500 points by May 15th, and in September to those who complete their total during the summer program.

Records

Records are kept for each girl in the club by the supervisor. The standing of each girl is read at the meetings and a complete report is turned into the recreation office the first Saturday in each month. This report gives the list of club members and points won in each activity. A list of the certificate winners is turned in at the recreation office not later than three days following the completion of a sport.

Eligibility for Letter

To be eligible a girl must be a member of the Playground Club; must show an attendance of seventy-five percent throughout the club year; must write a 200-word paper on sportsmanship, and must receive at least 400 points during nine months.

Points to Be Won

Points are awarded only to those who actually participate in either inter or intra-playground events.

Event	Intra	Inter	Sectional Champ	City Champ
1. Jump Rope	5	10	5	10
2. O'Leary	5	10	5	10
3. Sand Modeling ..	10	5	5	10
4. Handcraft	10	20
5. Pet Show	10
6. Doll Show	10
7. Marble Contest ..	5	10	5	10
8. Jacks	5	10	5	10
9. Checkers	5	10	5	10
10. Hop Scotch	5	10	5	10

B—Major Sports

1. End Ball	10	15	5	10
2. Captain Ball	10	15	5	10
3. Basketball	15	20	10	15
4. Playground Ball ..	10	15	5	10
5. Kick Base Ball...	10	15	5	10
6. Volley Ball	10	15	5	10

C—Special Sports

1. Track	20	30	10	15
2. Dodge Ball	10	15	5	10

D—Educational Activities

- 1. Play or Drama... 20 30
- 2. Learning two new games each month—five points each—total to be won, 120.
- 3. Attendance on playground hike, 20 points for every hike not under two miles—total to be won 240.

E—Sportsmanship and Leadership

1. Write 200 word paper on Sportsmanship—30 points.
2. Must be recommended by playground supervisor as recognition of good sportsmanship and proper playground spirit.
3. Volunteer leader for one week—five each week—260 points.

F—Possible and Required Points

There are a possible 1015 points including all activities—500 points are to earn a letter.

100 of these points must be obtained from the "intra" activities.

30 must be obtained from Sportsmanship paper.

90 must be obtained through learning new games.

The remaining 280 points may be obtained from the remaining classification of activities.

Each 150 additional points gives the winner a felt bar to be placed under her letter. To carry over in the summer program for a letter, a girl must win at least 400 points from September 1st through May 15th. To carry over into summer program for a bar she must have at least seventy-five points toward the bar.

In her second year a girl working for letter with 400 points already earned must obtain additional points as follows:

"Intra" activities	40
"Inter" activities	15
New Games	15
Attendance on Hike	15
Volunteer Leader	15
	<hr/>
	100

For the additional seventy-five points toward bar she must earn points as follows:

"Intra" activities	15
"Inter" activities	10
Section or City	10
New Games	10
Volunteer Leader	15
Attendance on Hikes	15
	<hr/>
	75

Possible points are:

"Intra" contests and sports	185
"Inter" contests and sports	235
Sectional Championships	85
City Championships	180
New Games	120
Hikes (20 each)	240
Sportsmanship Paper	30
Volunteer leader (five each week)	260
	<hr/>
	1335

The playground girl who earns 500 points will be awarded her playground letter in the Recreation Board colors. The playground girl who earns her letter is then eligible to work for the three bars (red, white and blue), which are placed beneath the playground letter and indicate that the wearer is a girl of varied accomplishments. Seventy-five points are necessary for each of the three bars.

Girls' Athletic Hand Books

"Where can I find good games for girls? What are the approved girls' activities?" Many recreation directors are asking these questions. Many more, possibly, do not realize that the leading women physical educators of the country have been facing this problem and helping to solve it for the benefit of all interested in athletics for women and girls.

The Women's Section of the American Physical Education Association is composed of ninety-two women outstanding in physical education in the United States. There is an Advisory Board, a Council and ten committees—Aquatics, Athletic Games, Baseball, Basketball, Field Hockey, Official Ratings Committee, Publicity, Soccer, Track and Field and Volleyball. These committees are active throughout the year, with meetings at the various physical education conventions which are open to all interested in girls' athletics. At this time the rules of the various activities are discussed and changes suggested for the following year. Immediately after the convention the members of the various committees meet and prepare the hand books published by the Committee in the case of Baseball, Basketball, Field Hockey and Soccer, which appear as separate guide books. The chairman of the Aquatics, Athletic Games, Official Ratings, Track and Field and Volleyball Committees send their material to the Publicity Chairman, who prepares the *Official Hand Book on Athletic Activities for Women and Girls*.

No sooner are the Rule Books and the Hand Book published than the various committees begin to get out questionnaires and to answer questions, study problems, receive complaints, knocks and some little praise! In the meantime returns are coming in from the questionnaires and the preparation for the next year's rule books and hand book is underway.

It is unnecessary to mention the *Official Basketball Guide* for its rules are accepted as standard everywhere and the articles and coaching hints are of great value. The Official Soccer, Baseball and Hockey Guides contain approved rules for these sports and helpful articles. The *Hand Book of Athletic Activities for Women and Girls* is of greatest value to everyone in the field of recreation. It contains original articles, rules and sug-

(Continued on page 52)

All for the Boy

The sixth International Boys' Work Conference in Toronto in October was distinguished, first, by a strong feeling of internationalism and, second, by emphasis given to reshaping the community and neighborhood in which boys must find their growth. The spirit of international good will was fed not only by the mingling of the flags of the United States and Canada, toasts to the King and the President, the singing of patriotic songs, and set speeches, but also by the obviously genuine fraternity of the Canadian and American delegates.

The obligation of the community to the boy was set forth particularly by Judge Ira Jayne of Detroit, Clifford R. Shaw of the Bureau of Juvenile Research, Chicago, and David C. Adie, secretary of the Buffalo Council of Social Agencies. Judge Jayne declared that the boys' recreation was a primary responsibility of the municipality. Gradually the municipality has assumed, one after another, several functions: protection, health, education, and now recreation, he said. "The function of private agencies for the boy's recreation is to supplement the municipality." The judge spoke briefly of the development of Detroit's municipal program.

Basing his conclusions on studies of thefts and other offenses among thousands of boys since 1900, Mr. Shaw held that there was "something in the total situation, in the culture of neighborhoods that accounts for delinquency." Irrespective of color and national origin, the boys of Chicago were found to be delinquent in direct proportion to the nearness of their homes to transitional neighborhoods, industrial sections and areas around the Loop. In the outlying suburban districts where public opinion was strong, delinquency was found to be at a minimum. This condition has held true since 1900. The evidence discovered by his studies has convinced Mr. Shaw that criminals do not conform to special physical or mental types. Rather, they are the product of an unfortunate environment.

Mr. Adie said in part: "The community must be reshaped so that the boy's personality may develop to its full potential power. The pressure on the boy is enormous. On the one hand, there are the obstacles put in his way by congestion, disappearance of open spaces, noise, possession of the street by automobiles and the other results of bad planning of our cities. On the other hand,

there is the distracting pressure which comes from the many elements which are seeking to do him good: social service agencies, health agencies, the school, his church—all these pull upon him and confuse him.

"A higher standard of behavior is today demanded from the underprivileged than from the privileged. A different yard stick is used to measure the conduct of the rich and of the poor. Let us have justice. Focusing our effects on reshaping the community, let us restore to the boy his open spaces and let us give him some place in which to build his fires and cook his own camp suppers. And let us create the opportunities whereby he may be free for creative self-expression."

Dr. William G. Vinal gave the conference a fresh and delightful message on nature activities as recreation. Stirring pleas for the studied education of boys in international goodwill and friendliness through camps, jamborees, the elimination of prejudices from school texts and through the influence of teachers, parents, and social workers were made by Lord Willington, Governor General of Canada; Canon Shatford of Montreal, and Tracy Strong, secretary of the World Alliance, Y. M. C. A., at Geneva, Switzerland. "The youth of the nations must learn to disagree and yet love each other," said the latter.

Guy Brown of Ohio Wesleyan University in an address, "How Character Comes," urged the building up of the child's self-respect. "Find out what his chief abilities are and give him a chance to succeed with them," he said.

Significant sidelights on the meeting were the growing recognition that more opportunities must be provided for youth between sixteen and twenty-one, and an understanding of the importance of parental education.

The 1930 conference will be held at St. Louis in December.

"Perhaps the greatest service which the school can render is to provide its children with interests—scientific, musical, manual, artistic—which give them within themselves resources for pleasure, appreciation and creative activity. Even a well-thought-out program for recreation is not so lasting in a child's later life as a point of view and a capacity for making the most of leisure."—*Mabel Reagh Hutchins.*

Community Night Programs in Detroit

J. J. CONSIDINE

Supervisor, Men's and Boys' Activities, Department of Recreation

The community night program is an established feature of the winter work of the recreation centers conducted by the Detroit Board of Recreation. At every center where a continuous recreation program is carried on daily throughout the season, an evening is set aside between the first of February and the middle of March dedicated to the idea, "Know Your Recreation Center." The purpose of this community night celebration is threefold—to acquaint the public with the work of the Recreation Board in each particular community, to stimulate the interest of the classes already taking part in the activities and to increase the scope of recreation in the various activities.

The program itself may be described as a kaleidoscopic view of the community center activities. The effort is not so much to present a series of exhibitions as it is to give a glimpse of the work of the centers and the varied types of recreation offered. The winter work is usually at its peak, however, and the different classes as a rule are prepared to put on a demonstration of which they may well be proud. The dramatic classes have acquired a repertoire of plays from which something suitable can be selected; gymnasium classes working toward the spring meets are able to present some very good drills. This holds, too, for swimming, handcraft and other activities, but the program as presented on community night is not a culmination of studied rehearsals but rather an informal presentation of what goes on daily at the center, a cross section of community center life.

In addition to the activities housed in the community center, the Department sponsors city-wide activities such as the Boys' Band, a splendid organization of some seventy young musicians which is always open to new members, aircraft classes in which the work of fashioning model planes is demonstrated, and model boat building classes. These activities drawing upon the community centers at large have their place on the individual program.

To achieve the purpose of the community night program, a certain degree of uniformity is required in all of the program throughout the city. The directors accordingly meet in conference with

the supervisors, certain regulations are made and dates chosen or scheduled—as a rule, only one program for an evening. The individual director later meets with all the workers at his center and definite plans are decided upon, publicity is arranged for and the program drawn up.

The programs consist of boxing, mass drills, calisthenics, games for all classes—juniors, intermediates, and seniors—and drills with hand apparatus, such as wands and Indian clubs. There are dramatics, band music, community singing, old time dances and exhibitions of work performed by the woodcraft and model building classes. Demonstrations of first aid and life saving, of swimming, diving and water polo matches are staged in community centers equipped with a swimming pool. The events follow in orderly sequence from the auditorium to the gymnasium, from the gymnasium to the swimming pool. It has not been thought advisable to have several activities carried on simultaneously because of the confusion which invariably accompanies the continued moving of large groups.

These programs are well attended. By actual statistics an average of 500 people in each community avail themselves of the opportunity of becoming acquainted more intimately with the extensive work of the Department of Recreation.

The community program is of value from the point of view of the director because the response he gets from his classes determines his hold on the center; it is valuable to the supervisor because it shows the quality of work being accomplished, and it is valuable to the community because it definitely demonstrates the place recreation holds in the life of the community.

"Does the young singer call it 'self-sacrifice' when she ignores more prosperous walks of life because, to her, life is song and song is life? Again no. Does the young social worker call it 'self-sacrifice' because she declines to enter the commercial field where she will get better money returns for her efforts? Twice no. Rather is it a feeling of kinship with one's fellow-beings, a participating in life, or, as Mr. Bruno so aptly puts it, 'the spirit of adventure.'"

The Lafayette Air Cadets

In April, 1928, at the Lafayette Junior High School of Elizabeth, New Jersey, one of the faculty members who had been in the Naval Air Service during the World War attempted to interest some of the students in the formation of a miniature aircraft club. He strongly emphasized the fact that all the work and the meetings would be outside of school hours. One hundred and sixteen boys, or forty per cent of the eligible enrollment, were at the first meeting. The interest manifested was so deep and so purposeful that the Principal of the school took immediate cognizance of the educational value involved and arranged to incorporate the activity into the school curriculum as a part of the regular guidance and club program.

The club activity program of the Lafayette Junior High School is based upon the principle of student interest. In September, 1928, when the students selected their clubs for the ensuing school year, it was found that 140 boys or over fifty per cent of the eligible enrollment had made the Air Cadets their choice. The size of the club made necessary the obtaining of assistance from other faculty members, and four instructors who had previous interest or experience in aeronautics volunteered to take charge of certain divisions of the club activities.

The enthusiasm and the intelligent activity of the members of the Lafayette Air Cadets, as this club is called, has had an inspirational effect upon all connected with it. The faculty members fully realize the possibilities of this adolescent boys' organization, and they are untiring in their efforts to establish high standards of action and accomplishment.

The Objectives

Deeply conscious of the fact that they are dealing with adolescent boys vitally in need of an outlet for pent-up energies, the instructors in charge have felt that the objectives should not be merely those of training for a possible vocation, or of developing "air-mindedness." Rather they feel that the major objectives should be to give a deep incentive to healthy living habits, hence the physical tests; to create new interest in clean reading and in associated school subjects, hence the ground tests; finally, to create a pride in achievement, through official school recognition and

through the granting of wings, as well as to provide a basis for intriguing spare-time activity through the model building contests.

The faculty members of the Lafayette Air Cadets fully realize that they are attempting an experiment in an unexplored field of extra-curricular activities, and although they have the objectives, the materials and the method clearly in mind, they have not yet had adequate experience upon which to base valid conclusions concerning the value of this activity.

Organization Sheet

The 140 air cadets are divided into four squadrons. A cadet captain, who has won his wings, is in charge of each squadron. A system of rotation is practiced so that each squadron spends a two-week period in each division as indicated below.

Pilot Testing and Theory Division

1. Opportunities in aviation
2. Requirements for success
3. Aviation terms, definitions, language
4. Theory of flight—aerodynamics
5. Kinds of aircraft
6. How to operate a plane
7. Requirements for a pilot's license

Airplane Motor and Repair Division

1. Types of power plants—Line, Radial, V, X, etc.
2. Construction and operation of aircraft engines
 - (a) Motion picture—"How a gas engine works"
 - (b) Demonstration on cutaway and mounted engines
3. Aircraft Motor Maintenance
 - (a) Aircraft ignition
 - (b) Aircraft carburetion
 - (c) Gas and spark controls
 - (d) Airplane propellers
 - (e) Airplane self-starters

Designing and Constructing Division

1. Kinds of aircraft—Comparisons
 - (a) Land planes
 - (b) Sea planes
 - (c) Amphibians
 - (d) Airships
 - (e) Balloons

2. Construction of aircraft
 - (a) Aircraft parts
 - (b) Aircraft materials
 - (c) Aircraft design
3. Model Building
 - (a) Demonstration of model assembly
 - (b) Designing of individual models
 - (c) Construction of models

Flight and Testing Division

1. Why planes fly
 - (a) Demonstration showing the effect of changing
 1. The wing area
 2. The angle of incidence
 3. The positions of the movable surfaces
 4. The center of gravity
 - (b) Air pressure demonstrations
 - (c) Selected model flights
2. Testing cadet models for construction defects
3. Cadet model flight tests

On January 22nd there was a general assembly of all the squadrons. Each cadet was given a physical test, a ground test covering the work in the four divisions, and a flight test. Wings were given to the cadets who obtained an average rating of 85 per cent in these three tests. The solo squadron, which will receive training in the actual operation of a big land plane, will be made up of the members of the Lafayette Air Cadets who have won wings.

Cadets who have won their wings will receive additional training in Air Navigation and Meteorological Division under the command of J. R. Hutchinson.

Air-Navigation-Meteorological Division

1. Fundamentals of Navigation
2. Navigation instruments — construction and use
3. Aerology
4. Aircraft radio
 - (a) Sending and receiving Morse code
 - (b) Radio beacons—field localizers
5. Aerial mapping and photography
6. Rules of the Air

A Bequest to the City of Cincinnati

Miss Florence Weaver, formerly a Cincinnati school teacher, has left to the city an estate valued at approximately \$680,000. "At the end of the period of five hundred years," states the will, "my entire estate, both principal and the interest which has accrued therefrom, may be used for effecting the purpose of this bequest."

Another clause reads as follows:

"After a period of five years, the accumulated income and interest accruing thereon, is to be paid by the said trustee or his successors to the City of Cincinnati, Ohio, to be kept by the said City as a separate fund to be known as the 'James Marshall Weaver Memorial Fund.' Any disbursements from the said fund shall be made only by the Mayor of the City, the City Auditor, and the City Solicitor, acting as a Board of Managers to see to the proper application of the said funds in carrying out the object and intent of the funds hereby created.

"The said funds shall be used only:

"First, for erecting and maintaining the buildings erected by means of funds hereby created, for the purpose of promoting the physical well-being of crippled children of worthy poor and of the Caucasian race.

"Second, for the acquisition of parks and playgrounds in Cincinnati, Ohio, for the use of the public."

It is estimated that the income to be distributed every five years will amount to approximately \$200,000.

"I think that individuals should bring to social work something more than good training. They should be possessed of a capacity for a full and rich life, and a zest for living. They should have the wherewithal to develop wide mental horizons. They should have the privilege of indulging the mind as well as disciplining it. They should enjoy the companionship of good books and the comradeship of cultivated fellow-beings. They should experience the exquisite joy in good music, the sense of satisfaction in architectural alinement and the expansion of the soul in the presence of beauty."

Democratic Convention Hall Becomes Tennis Center

JOHN F. REILLY

Athletic Director, Recreation Department, Houston, Texas

In the early spring of 1928 the order was given by the City of Houston to construct a building large enough to seat 20,000 people. Sixty-four days later a spacious edifice was completed which was destined within a few days to house the National Democratic Convention. From June 26th until July 1st, prominent figures in the political world demonstrated their oratorial ability to countless thousands, but when these notables had departed there remained only the huge structure which had housed the last convention.

Houston soon realized that it had a deserted building on its hands. To be sure, conventions were held, drills were scheduled by the National Guard and exhibits of all kinds were in evidence, but the mammoth building was for the most part empty over a period of a year. There was, however, another organization to be reckoned with—the Recreation Department. With the generous assistance of the city manager and the cooperation of the city administration, the Department began to utilize the area during idle hours of the day and night. It was found that the smooth, flat

central part of the hall would serve ideally for tennis courts at all seasons of the year, and in due time eight regulation courts adorned the floor of Sam Houston Hall.

Today the sightseer, on visiting the Democratic Convention Hall of 1928, finds an active group of enthusiasts engaging in tennis games of all kinds. And not only does the Convention Hall serve the public by day but it is so lighted that night play is possible. The simple arrangement of the inner circle of the building is an achievement in itself. Drop nets sixteen feet in depth separate each row of courts. These nets are so arranged that at a moment's notice they can be raised to the ceiling or completely detached from the building. Thirty-two people may engage in tennis simultaneously and it is calculated that 416 contestants are able to complete at least two sets of tennis each day for every day in the year. With this number playing every day, together with those participating on other municipal courts, Houston bids fair to become the tennis center of the Southwest.



HOUSTON TURNS CONVENTION HALL INTO TENNIS CENTER

A Playground Library

ROBERT COADY,

Supervisor of Playgrounds, Public Recreation Commission, Cincinnati, Ohio

The Playground Library is an interesting activity on the playgrounds of Cincinnati. Books which cannot be used for general circulation purposes are loaned by the city library, each playground which is not near a branch library receiving a box of the books. In the selection of the books an attempt is made to meet the reading demands of both boys and girls of the various playground ages; there are picture books for the kindergarten age child and story books for the older boys and girls.

Through a check made on the use of these books it was found that 25,919 children used the facilities of the Playground Library. In many instances all the books were read and a new box was sent from the main library. In other cases, two playgrounds would exchange their boxes of books.

The books are accumulated through the year by the City Library. In order that the library might have as much information as possible regarding the kinds of books the children desire and the playgrounds have not been able to supply, a questionnaire was filled out by the play leader at each play center. This information was in turn given to the library authorities and the books

requested were set aside throughout the year. The requests of the children for books were many and varied—many of them wanted literature dealing with college life; others requested books of adventure and literature having to do with athletics; some preferred historical works and stories of other lands and a number of boys and girls asked for books on the technical phases of hobbies in which they were interested, such as aeroplanes and boats.

Provision was made for the children to take the books to their homes for a day or two, through a system of checking on the books at each location. This loan system was helpful in that it made another contact between the playground and the home.

The use of such books as those provided by the Public Library serves the double purpose of assuring a right type of book for the children as well as providing an interesting passive type of entertainment for the playground season. A visitor at any playground during the summer season would see the children here and there, in the shade of a tree or of a shelter building, perusing books to their hearts' content.

Detroit's Recreation Camp

Situated on Lake Recreation, forty-five miles from Detroit's city hall, the Recreation Department's camp with its 300 acres provides ideal vacation facilities at small expense. Permanent cabins built with screened porches and wooden floors are equipped with electric lights and individual cots with felt mattresses and feather pillows. The assembly hall with library, piano and radio provides entertainment for evenings and rainy days while an athletic field makes possible sports of all kinds.

Last summer separate camps for boys and girls on opposite sides of the lake were maintained throughout the season. Any boy or girl was eligible who passed the medical examination. There was no time limit and the camper could stay all summer. The boys' camp was open to boys fifteen

to eighteen years of age while the girls' camp was conducted in two divisions—junior for girls eight to thirteen years and senior for girls over thirteen. The rate was \$7.00 for the first week and \$6.00 for each succeeding week. This included transportation both ways.

Three thousand, three hundred and thirty-five boys and girls registered during the season. Parties of adults enjoyed week-ends at the camp and a number of families spent vacations there in September. During the fall and winter the camp was available for week-end outing parties. The majority of boys and girls stayed for two weeks and many remained during the entire summer. The receipts for the summer were \$22,853.39; the total disbursements, \$26,549.53.

At the Conventions

WITH THE NATIONAL COMMUNITY CENTER
ASSOCIATION

At the meetings of the National Community Center Association held in Washington, December 27th to December 30th, Professor Willard of George Washington University told of the organization of the Citizens' Associations, of which there are forty-three for white people and nineteen for colored citizens, the latter being known as "Civic Associations." Each group has a federation of these various associations and the two federations in turn form an advisory committee composed of nine members which constitutes the mouthpiece of various organizations and takes up all problems in cooperation with the various public departments in the District of Columbia. In addition there are similar associations for outlying districts. Many of the associations are cooperating as units as special problems affecting their welfare arise, such as transportation problems, need for parks, the spread of colored population into new districts, and others. It is becoming a serious problem to know how to limit the number of associations and to determine whether organization should be on the basis of areas, general district interest and similar factors.

The Council of Social Agencies of Washington, the president of the group stated, has five standing committees—child welfare, recreation, family, health and social service extension. Recent activities of the recreation committee have included the comparing of social statistics on a plan calling for the special districting of the city in the interests of public recreation. This particular piece of work has been helpful to the United States Census Bureau. Similarly, the committee has cooperated with the Park and Planning Commissions and last summer at the request of the Community Chest made a study of summer camps in the vicinity of Washington. As the result of this study two special committees have been created—one to study and direct the selection of camp counsellors and the other to work out camp standards.

The program and service of the school centers of Washington, as described by Sibyl Baker, Director, is based on the interpretation of the community center not as a building or a program, but as "an opportunity for people to have communal life." Most of the activities in each district of

the city are conducted at the junior high schools because of better facilities both indoors and outdoors. In the Washington centers the expenses of janitor service, heat and light are generally borne by the public authorities while some fees are charged for activities to provide for the cost of leadership. In addition to special program activities the centers serve many citizens and neighborhood groups.

Each community center has an advisory committee composed of representatives from all the neighborhood associations. The officials in charge are trying to have these community centers follow the centers of population. Certain city-wide activities of a social, civic, and recreational nature are conducted by the community center council, a body composed of representatives from the various community centers as well as some members at large. The functions for which this group provides the programs include holiday celebrations, performances by Little Theatre groups and similar activities.

THE CHILD STUDY ASSOCIATION MEETS

Educators, psychiatrists, psychologists and others interested in child development through a better understanding of children and the factors that concern their happiness and well-being took part in the Manhattan Conference on Parent Education held in the Pennsylvania Hotel on October 29th under the auspices of the Child Study Association of America.

One speaker said that the contributions of research in child study during the past two years can fairly well be said to focus around the problems of parents who would like to have children trustworthy, self-controlled, free from delinquency, good in their deportment, healthy in their sex life, poised and happy. It seemed to be agreed that so far as a wholesome sort of life is concerned, we have much more advice than we have sound knowledge. The recommendation was made that the government, school boards and others be stimulated to provide parent education in the schools.

"The highest places of this earth are not the most elevated. They are rather those which the human spirit has seized upon as capitals of its loftiest endeavor, of its most persistent accomplishments and of its most commanding and compelling ideas."—*Nicholas Murray Butler*, President, Columbia University.

Our Folks

Glen O. Brant has been appointed by the Los Angeles Playground and Recreation Department to fill the newly created position of Supervisor of Community Recreation. Mr. Brant will develop and coordinate community recreation services of a musical and artistic nature, play in the home and other types of leisure time activities.

David B. Kilgore has recently been appointed Director of Recreation for Indianapolis, Indiana, to fill the position left vacant by the resignation of Jesse McClure.

Davey Wilson has become Superintendent of Recreation at Radburn, New Jersey, the interesting development of the City Housing Corporation near Paterson. At present there are about 500 people living in the community.

James R. McConaghie, for many years landscape architect and planner of recreation areas for the state of Pennsylvania, has recently accepted appointment as landscape architect with the Park Department of Wheeling, West Virginia. Mr. McConaghie will in addition have charge of the development of the 800-acre Oglebay Park, a private park recently given the city of Wheeling. His work will also include extension Service in Landscape Architecture with the University of West Virginia.

On April 1st Stanley H. Leeke assumed the duties of Superintendent of Recreation for Hamden, Connecticut. Mr. Leeke has recently com-

pleted four years as Manager of Athletics for Trinity College, Hartford, Connecticut.

S. W. Miller, until recently employed as Director of Recreation at the George Junior Republic, Chino, California, has accepted appointment as Supervisor of Playgrounds at Vancouver, B. C.



GEORGE H. HJELTE WHO HAS BECOME DIRECTOR OF RECREATION, WESTCHESTER COUNTY, NEW YORK

Boys' Week

The 1930 celebration of Boys Week will be held from April 26 to May 3. Successive days will be devoted to:

- Boys' Loyalty Day-Parade
- Boys' Day in Churches
- Boys' Day in Industry
- Boys' Day in Schools and Health Day
- Boys' Life at Home
- Boys' Day in Public Affairs
- Boys' Hobby Day
- Boys' Day Out of Doors

The week is sponsored by a national committee, of which Walter W. Head is chairman and William Lewis Butcher is secretary.

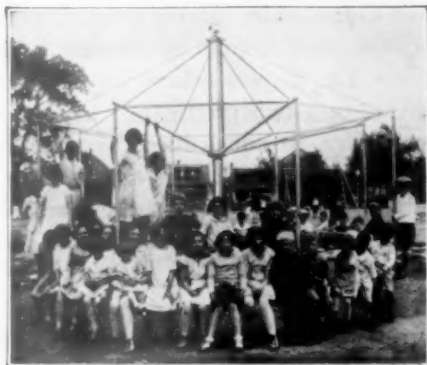
Previous Boys' Weeks have resulted in the establishment of playgrounds, boys' clubs, swim-

ming pools, summer camps, community centers, Boy Scout troupes, Big Brother movements, back-to-school movements, and many other constructive influences in the growth of boys, according to the committee. They have helped the public to grasp the meaning and the possibilities of boys' work and have loosened purse strings for more generous contributions for the agencies carrying on the work of boys, although the raising of funds is no object of the celebration.

Numerous recreation departments have cooperated in this celebration in the past and are cordially invited to do so again. A manual of suggestions on the celebration may be obtained from National Boys Week Committee, Room 820, 211 West Wacker Drive, Chicago, Illinois.



LOUDEN SAFE-T-RAIL WATER TOBOGGAN



LOUDEN GIANT WHIRL-AROUND



LOUDEN SWING-BOB

LOUDEN PLAYGROUND EQUIPMENT EQUIPMENT

for

Playground, Beach and Pool

is interestingly described and pictured in a new edition of the Louden book "For the Safety, Health and Happiness of Young America." Many fascinating new devices are shown, and popular old ones have been improved upon.

If you are concerned with the purchase or selection of playground, beach or pool equipment, give us your name and address and we'll mail a copy of this popular new edition as soon as it is off the press.

Louden is the most complete of all lines of playground, beach and pool equipment—a range of devices and prices that fits every recreational and price requirement.

LOUDEN PLAYGROUND EQUIPMENT

Manufactured by J. E. Porter Corp.

118 Broadway

Ottawa, Ill.

LOUDEN PLAYGROUND EQUIPMENT, Ottawa, Illinois.

Gentlemen: Please send me as soon as it is ready, a copy of your new edition of the Louden book "For the Safety, Health and Happiness of Young America."

Name..... Address.....

Please mention PLAYGROUND AND RECREATION when writing advertisers

"DA-LITE" ILLUMINATION



practically doubles the play-period on playgrounds, swimming pools, etc. No necessity of telling Recreational Directors that many, adults especially, will participate in games at night who could not do so during the day.

Better Light at Less Cost

There are degrees of light. The "DA-LITE" Projector approaches nearer 100% efficiency than any other. A saving of from 50 to 75% in current consumption has been effected by them when replacing other types; and the original cost much less.

Let us tell you about its patented and exclusive features—adjustability and ventilation, not to be had on any other projector.

An installation of "DA-LITES" last Summer made possible horse-racing at night.

Ask for catalog of either playground devices or equipment for swimming pools and bathing beaches.

AMERICAN PLAYGROUND DEVICE CO.

Anderson, Indiana

Supplies and Projects for Home School and Camp Crafts

Including Leatherwork, Beadwork, Basketry, Clay Modelling, Oil Painting, Linoleum Block Printing, Metalwork, Poster Card Painting, Wood Carving, Etc.

Primary instructions given free. Write us for catalogues

NATIONAL CRAFTS SUPPLY CO.
94 Lexington Ave. New York, N. Y.

Storytelling

(Continued from page 27)

tions and attitudes of mind to be interpreted; and each tale must be clothed in language befitting its peculiar type. The story is a living thing when told; the incidents marvelous though they may be, and belonging to far-off times, seem to come straight from actual experience. The teller's understanding of the story's message, appreciation of its form, and ability to give the required dramatic color, clarify the situations, bring out the high lights, and give freshness and spontaneity. Children then respond quickly to the noble, the heroic, the joyous, the pathetic and the humorous qualities of the story. They enter into experiences of the characters with a degree of freedom and appreciation which is not possible when the printed page intervenes. They are drawn into the atmosphere of the story and whisked away, far from actual surroundings.

Please mention **PLAYGROUND AND RECREATION** when writing advertisers

Activities for Girls

(Continued from page 40)

should be placed so that the players lined up at the ends of the ladder can see them. The numbers refer to the space in front of the rung.

Rules.—The players (there may be from 2 to 16) divide into two groups and line up at ends of the ladder. At equal distances at the ends of the ladder a throwing line is drawn, the distance depending upon the age of the players. If lined up parallel with the ends of the ladder instead of at right angles to them, players can better see the game.

The first player of Side "A" throws the ball over the ladder, trying to make it fall through the space farthest from him. He scores the number of the space through which his ball fell. First player of Side "B" picks up the ball and takes his throw. As players have had their throw they go to the end of the line. A player keeps adding the points he makes. The score that wins must be exactly 51. When a player's score exceeds that sum, he must begin again at one.

Instead of individual scoring, score may be kept by sides.

In such cases the "51" may be increased according to the number of players on a side.

Girls' Athletic Hand Books

(Continued from page 42)

gestions on all forms of aquatics, such as water sports, form swimming, pageants, canoeing and games; track and field activities, stressing com-

MURDOCK**650****Cities and Towns**

have installed Murdock Outdoor Bubble Fonts in parks, playgrounds and schoolyards in the past eight years.

Does not freeze. Operates satisfactorily winter and summer. Inner works entirely of brass and removable without digging up. Bowl and bubbler head solid bronze, chromium plated—everlasting bright finish.

Made of BRONZE, BRASS and IRON—this Font stands up under the most severe conditions of service. Either angle stream or vertical bubble.

Write for Booklet "A REMARKABLE OUT-DOOR DRINKING FOUNTAIN."

Complete line of drinking fountains and fixtures described in our catalogue No. 107

The Murdock Mfg. & Supply Co.
Cincinnati, Ohio

petition for all girls with records for comparison only; low organized games of all kinds and the latest volleyball rules for girls. In no other book can so many approved activities be found in as convenient a form. These have all been tried and adapted for the various age groups and form a large part of the most popular programs for women and girls.

Basketball in Evansville.—In addition to the basketball teams of all degrees of skill playing on the school leagues of Evansville, Indiana, the Board of Park Commissioners has organized a league for players above high school and college age who are especially good along this line. The league is composed of eight teams representing such organizations as K. of C., a Jewish group, Y. M. C. A., Kiwanis, Eagles and a number of the leading industries. The entrance fees paid by the teams provide for the rental of a large gymnasium and the City Recreation Department pays for officiating. As this is a civic enterprise the officials do not charge full rates for their services.



Licensed under Patents
of October 23, 1923
March 25, 1924

"Junglegym" Trade Mark
Registered United States
Patent Office

The children need no watching on the Junglegym

So naturally does the Junglegym appeal to the children's natural instinct to climb and play in groups, that supervision is not necessary. With graduated bars only a short distance apart on all sides, it is absolutely safe as well. *The magnet of the playground.*

No. 2 Junglegym—capacity 75 children.

Junglegym

Junior

Steel
or
Wood



Junglegym's little brother. The same principle and construction, but for the smaller children from 3 to 8.

A. J. Spalding & Bros.
Playground Department
Chicopee, Mass.

Official



Pitching Horseshoes

DIAMOND

Diamond Official Pitching Horseshoes are chosen by champions because of their precise balance and exactness. They conform exactly to requirements of National Horseshoe Pitching Association.

Made with straight or curved toe calk—regular or dead falling type. Also Junior Model for ladies and children. Diamond pitching horseshoe accessories include stakes and stake holders, official courts, carrying cases, score pads with percentage charts attached—and official rule booklet.

Write for catalog

DIAMOND CALK HORSESHOE CO.
4610 Grand Avenue, Duluth, Minn.

The Journal of Health and Physical Education

Is Read by

School Administrators
Physical Education Teachers
School Health Teachers
Athletic Coaches
Playground Directors
Social Welfare Workers

Ten issues per school year.

Subscription, \$2.00 per year.

Professional subscription, including research supplements, bibliographies, book reviews, membership lists, etc., \$5.00 per year.

Published by the
**American Physical Education
Association**

Box 362, Ann Arbor, Michigan

COSTUMES

Masks and Accessories

Everything Necessary
for

Plays, Pageants, Masques, etc.

Special Low Prices to Recreation Associations
Sale and Rental

VAN HORN & SON

Established 1852

Theatrical Costumers

12th & Chestnut Philadelphia, Pa.

Send for complete catalog

Suggestions for Spring

How the Elm Tree Grew—An Arbor Day play and ceremonial in which twenty-five to a hundred children may participate. 20 cents.

May Day Echoes—A pageant play for the grades or junior high school. Roman, English and modern May Day episodes. 15 cents.

Troubadours of Provence—A May Day fragment for high school assembly or college use. 10 cents.

Community Drama Service

Playground and Recreation Association of America
315 Fourth Avenue, New York City

Book Reviews

AMERICAN COLLEGE ATHLETICS. Bulletin No. 23. By Howard J. Savage and Harold W. Bentley, John T. McGovern, Dean F. Smiley, M.D. Carnegie Foundation for the Advancement of Teaching, New York City.

Everyone interested in athletics should read this comprehensive report. Many will remember the companion study, No. 22, *Games and Sports in British Schools and Universities*. These two publications afford a most thorough and complete presentation of athletic problems in our colleges and schools. Chapter IV is of special value to those dealing with adolescents and contains information which every playground and recreation director should read. Not only does this voluminous study discuss college athletics but also the problem in secondary schools.

The study seeks to answer two questions: (1) "What relationship has this astonishing athletic display to the work of an intellectual agency like a university?" (2) "How do students, devoted to study, find either the times or the money to stage so costly a performance?" A listing of some of the chapters will give an idea of the scope and content of the report. *The Growth of College Athletics, The Development of the Modern Amateur Status, Athletics in American Schools, Athletic Participation and Its Scope, The Hygiene of Athletic Training, The Coach in College Athletics, The Recruiting and Subsidizing of Athletes, The Press and College Athletics.*

It is significant that at its meeting Wednesday, January 1st, the National Collegiate Athletic Association endorsed the Carnegie report as a notable and constructive contribution to the history of education and athletics

PENN STATE SUMMER SESSION

Inter-Session June 16 to June 27

Regular Session June 30 to August 8

Special Certificates and College Degrees for Students
and Teachers of**PHYSICAL EDUCATION and
ATHLETIC COACHING**Prominent Coaching Staff Excellent Facilities
Modern Equipment

Special bulletin on request

Director of Summer Session

The Pennsylvania State College
State College, Pa.**CHICAGO NORMAL SCHOOL**
of Physical Education AccreditedFor
Young
WomenBe a director of Physical Education, playground supervisor,
dancing teacher, or swimming instructor. Two-year di-
ploma and three-year B.P.E. courses for high school gradu-
ates. Free appointment bureau. Faculty of trained spe-
cialists. Complete equipment. Fine dormitories. FALL
TERM OPENS SEPTEMBER 17. Catalog.Frances Musselman, Principal, 5026 Greenwood Avenue
Box 540 Chicago, Illinois

Theatre Tours The Passion Play Dance Tours

Are you planning to go abroad?

Write CDL TRAVEL BUREAU

Travel Department of

CHURCH AND DRAMA LEAGUE OF AMERICA, Inc.
289 Fourth Ave., New York, N. Y.

Puppet Tour All Services Free Music Tour

Dr. Thomas A. Storey, Stamford University, chairman of a special committee, said, "The comprehensiveness of this report, the spirit that motivated the gathering of information, the analysis of evidence assembled, and the presentation of conclusions make of it a unique contribution to the better understanding of college athletics."

The study pleads for strict enforcement of amateurism. It states the need for the development of mass athletics and intra-mural programs for the many as against the high powered commercialized contests for the few. It laments the encroachment of the commercial, professional and spectatorial spirit in modern gladiatorial games. It condemns the encroachment of college athletics into the high school and the bidding for high school athletes, the doubtful practices in securing athletes and winning teams. The study is conservative and carefully made by expert investigators. It is not a sensational, muck-raking report. On the whole it has received favorable comment from leading educators and directors of physical education.

Dr. Henry S. Pritchett, president of the Carnegie Foundation, writes as follows: "The study has been carried out, and its results are here set forth in no captious or faultfinding spirit. It has been assumed that there is a legitimate place in the secondary school and in the college for organized sports, that such sports contribute, when employed in a rational way, to the development both of character and of health. The report is a friendly effort to help toward a wise solution as to the place of such sports in our educational system. It has been necessary, in order to render this service, to set forth the abuses and excesses that have grown up. This has been done with the most painstaking effort to be fair, as well as just. A statement with respect to each institution men-

Victor Radio-
Electrola RE-45All-electric ra-
dio and Victor
Record repro-
duction. List
price \$275. Less
Radiofrons.

The new Victor Radio-Electrola

*will help you improve
your playground work*

THE opportunities with music in playground work are literally limitless. In no phase of school-work, modern authorities say, is effort in musical appreciation more liberally repaid. The movement is far beyond the experimental stage.

From every playground angle, the new Victor Radio-Electrola spells increased efficiency and more satisfactory progress. Here is electrically-produced TONE far beyond anything ever known before, great power and perfect realism. With the combination of Victor Radio and Electrola, music over the air can be made really significant, for it can be prepared for with the great list of Victor Records in the beginning, participated in with real musical reproduction, and again with the records, made a permanent part of the child's background.

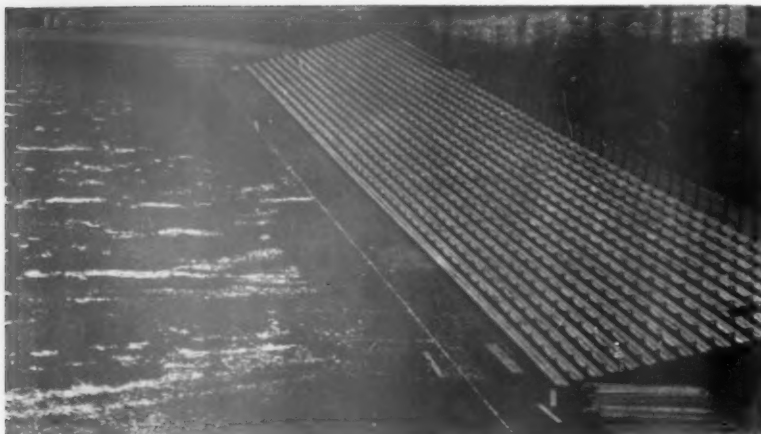
Hear this amazing Victor instrument. Make your classes more interesting, more profitable with the Victor Radio-Electrola now.

Note: We should be glad to tell you of the recent work done by playground teachers in musical appreciation. A postcard from you will bring the latest, very comprehensive Victor Educational Catalog, the result of more than 19 years' intensive work in the educational field.

Educational Department

RCA Victor Company, Inc.

CAMDEN, N. J., U. S. A.



THE WILLIAMS PORTABLE STADIUM

is standard equipment at schools, colleges and playgrounds for indoor and outdoor use. The structural steel supports, oregon fir seats and footboards are built of light units that may be assembled by unskilled labor.

— PORTABLE — SECTIONAL — BOLTLESS —

Let your gate receipts for football, baseball, basketball, track events, reviews, and shows pay for your stadium. Ask for the Williams Payment Plan. Tell us your problem.

MANUFACTURED BY

WILLIAMS IRON WORKS Inc.

430 East 102nd St., New York, N. Y.

tioned has been communicated to its officers before going to press."

MASTERING A METROPOLIS. By R. L. Duffus. Harper & Brothers, Inc., New York. \$3.00.

A short time ago the findings and recommendations of the committee on the Regional Plan of New York and Its Environs were published, and not only New Yorkers and residents of suburban communities, but the country as a whole have been thrilled at the possibilities for development along city planning and recreation lines which the report offers. In *Mastering a Metropolis*, Mr. Duffus gives us the authorized popularization of the ten detailed technical volumes published by the committee and describes in popular language the outstanding features of the plan. The book, with its splendid illustrations, offers fascinating reading not only for city planners and municipal officials but for the layman who is following the amazing growth of America's greatest city.

CITY PLANNING. Edited by John Nolen. D. Appleton & Company, New York. \$3.50.

The second edition of this well known book on city planning incorporating a series of papers by well known leaders in the field of city planning, contains two new chapters on zoning and regional planning. One chapter, prepared by J. Horace McFarland, is devoted to general recreation facilities and there is also a chapter on neighborhood centers.

BEST TOYS FOR CHILDREN AND THEIR SELECTION. By Minnetta Sammis Leonard. Best Toys Educational Service, 2230 Van Hise Avenue, Madison, Wisconsin. 40c.

A number of questions are answered and problems discussed in this pamphlet, among them the toys best suited for the various ages; problems of economy in buying toys, and the establishment of habits (either good or bad) through toys. In addition to the booklet it is possible to secure from the Service, by sending postage, a little pamphlet entitled, *Makers of Best Toys for Children*.

Officers and Directors of the Playground and Recreation Association of America

OFFICERS

JOSEPH LEE, President
JOHN H. FINLEY, First Vice-President
JOHN G. WINANT, Second Vice-President
ROBERT GARRETT, Third Vice-President
GUSTAVUS T. KIRBY, Treasurer
HOWARD S. BRAUCHER, Secretary

DIRECTORS

MRS. EDWARD W. BIDDLE, Carlisle, Pa.
WILLIAM BUTTERWORTH, Moline, Ill.
CLARENCE M. CLARK, Philadelphia, Pa.
MRS. ARTHUR G. CUMMER, Jacksonville, Fla.
F. TRUBEE DAVISON, Locust Valley, L. I., N. Y.
MRS. THOMAS A. EDISON, West Orange, N. J.
JOHN H. FINLEY, New York, N. Y.
HUGH FRAYNE, New York, N. Y.
ROBERT GARRETT, Baltimore, Md.
MRS. CHARLES A. GOODWIN, Hartford, Conn.
AUSTIN E. GRIFFITHS, Seattle, Wash.
WILLIAM HALE HARKNESS, New York, N. Y.
CHARLES HAYDEN, New York, N. Y.
MRS. FRANCIS DELACY HYDE, Plainfield, N. J.
GUSTAVUS T. KIRBY, New York, N. Y.
H. McK. LONDON, Indianapolis, Ind.
MRS. CHARLES D. LANIER, Greenwich, Conn.
ROBERT LASSITER, Charlotte, N. C.
JOSEPH LEE, Boston, Mass.
EDWARD E. LOOMIS, New York, N. Y.
J. H. McCURDY, Springfield, Mass.
OTTO T. MALLERY, Philadelphia, Pa.
WALTER A. MAY, Pittsburgh, Pa.
CARL E. MILLIKEN, Augusta, Me.
MISS ELLEN SCRIPPS, LaJolla, Calif.
MRS. CATHERINE BARKER SPAULDING, Chicago, Ill.
HAROLD H. SWIFT, Chicago, Ill.
FREDERICK S. TITSWORTH, New York, N. Y.
MRS. JAMES W. WADSWORTH, JR., Washington, D. C.
J. C. WALSH, New York, N. Y.
JOHN G. WINANT, Concord, N. H.
MRS. WILLIAM H. WOODIN, JR., Plainfield, N. J.
FREDERICK M. WARBURG, New York, N. Y.
C. S. WESTON, Scranton, Pa.

Please mention PLAYGROUND AND RECREATION when writing advertisers